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ABSTRACT

This guide provides a work-in-progress family literacy curriculum. The materials are intended to be adapted to fit the parents in the specific setting. Each of 14 sections contains a number of activities that support the following ideas: documenting parents as the first teachers of their children using family portfolios; parent support time; parents as disciplinarians; parents and children interacting together; developmentally appropriate activities for parents and children; parents and children discovering who they are; parents being in charge of their own self-esteem; parents as the first teachers of their children; health and nutrition; parents and children designing family rules that work; family literacy programs: a handbook sample; using technology tools; documenting parenting skills changes; and some tools used in Oregon, 1995-96. The first page in each section provides a list of competencies covered, materials needed, estimated class size, and description of activity. Attachments in each section contain the following: instructional materials; surveys; checklists; guidelines; handouts; transparency masters; worksheets; and booklets. (YLB)

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Ideas that Work in ABE Family Literacy

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TOPICS SORTER

IDEAS THAT WORK IN ABE

FAMILY LITERACY

PARENT SUPPORT TIME TOPICS SORTER

This Locator/Sorter is located on page 14 and 15. The directions for how to use it are located on page 11-13. The items listed in CAPITAL LETTERS are projects available through Northwest Regional Literacy Resource Center that support the topic. 1-800-238-1234

1. Guidance and discipline techniques. Page 21-28
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18. The effects of TV on children. Page 88-89

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Other: Evaluation Tools Page 172-184

Note from the Authors:

Many of you who are planning to use this guide know Cindy Nelson, Lillis Larson or myself (Virginia Tardaewether). Please think of us as resources throughout your exploration of family literacy. We all believe strongly in the concept and have years of experience in implementation of all the components within quality family literacy programs. We have extensive training in all aspects of family literacy and understand many implementation models. We have been mentors for and visited working family literacy programs and done numerous family literacy trainings all over the United States. We can use that broad knowledge base to help answer your implementation and planning questions. Please do call on us for help.

In the compilation of these materials and implementation of a quality family literacy program, we realized that family literacy curriculum is never done, but instead is a work always in process. No whole language curriculum is static. The materials here are designed to be a beginning only, and should be adapted to fit the parents in your setting. Your parents and children are your best resources for what is needed by your families. Ways to ask for their input should be a regular part of your weekly, if not daily, evaluation.

We would like you to understand that these ideas have been gleaned from many sources and rewritten and adapted to fit our students. Although we have designed much of this material, we in no way intend to claim credit for everything here. We have attempted to give credit where credit is due. Please to not remove any source materials names from materials as you copy and adapt them. When possible go to the actual source as a resource if your have questions. We apologize for any materials that may have misplaced their author over the last six year.

We wish you every positive affirmation in your endeavor to help families gain the literacy processes they need to move on the learning continuum toward the goals they have set. In our years of working with families, we have come to appreciate their abilities, goals and pride. We have certainly learned a lot from our families and feel our own parenting has been changed by the things we have learned from our student-parents. Good luck to you all.

"You can find a way of implementing family literacy that works for you in your community."

Virginia, Cindy, Lillis

THIS SECTION HAS A NUMBER OF

IDEAS AND ACTIVATES THAT

SUPPORT THE IDEA OF

DOCUMENTING

PARENTS AS THE FIRST TEACHERS

OF THEIR CHILDREN

USING

FAMILY PORTFOLIOS

Topic : Family Portfolio Assessment

Competencies : Primarily the areas of Learning to Learn and Employment.
Learning to Learn 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.2, 7.2.4,7.2.5, 7.2.7,7.3.3, 7.3.4, 7.4.6, 7.5.5,7.5.6.
Employment 4.1.2, 4.1.5, 4.1.7, 4.1.9, 4.5.1, 4.5.7, 4.6.1, 4.6.4, 4.7.4, 4.8.4, 4.8.6, 4.9.2.
Other areas addressed include: Basic Communication 0.1.2, 0.2.4.
Consumer Economics 1.5.1, 1.7.4.
Community Services 2.2.1, 2.5.1, 2.6.3, 2.7.1, 2.7.2.
Health 3.4.5, 3.5.7.
Computation 6.6.5, 6.7.4, 6.9.2.

Materials Needed : For each family: a notebook, binder, scrapbook, file folder or some place to keep materials that will be collected during the course of the year. A monthly set of portfolio questions. Supplies helpful to the process are: glue, markers, tape, computers, graph paper, three hole punch and writing materials.

Estimated Class Size : One classroom unit of 15 to 35 families.

Description of Activity : Portfolios are an assessment process. Monthly each family is asked to write comments and collect materials regarding adult progress, family issues, parent and child interactions, children's growth, development and progress in school.

Attached are: a series of questions to use as a guideline.
two different scoring guides for use with the monthly portfolio.
A guideline for maintaining student portfolios.
Saving Childhood Memories (Handout for students)

Space Required: This activity does not need to use a lot of space. We have found that tables with work surfaces facilitate the process. The questions can be worked on at home by the entire family.

Special Notes: Using portfolios could be viewed as a developmental process for staff and programs. When we first used portfolios we did not include specific questions for the month. We found that the questions gave parents better focus and thus their answers gave us more useful information. As Wendy Phillips said, "Portfolios are a way of documenting parents as teachers of their own children."

A program has some decisions to make regarding portfolios. Decisions should be made as a class before beginning the first month's portfolio compilation. The attached set of questions were designed for use with parents over a period of time in an adult basic education, English as a second language or family literacy program. You may need to adjust the questions to fit your students' needs or your program's evaluation needs. The portfolio questions could be a follow-up to classroom work or surveys done earlier in the month/year. Portfolio questions can be linked to other classroom activities or community happenings. Your class or program could use portfolio questions to review students understanding from guest speakers, field trips, news releases, assignments, etc.

Outcomes/Evaluation: Parents will begin to learn about themselves and their families. Portfolio answers will give more depth to CASAS scores and instructor observation. Staff can observe student growth through their monthly entries. Staff should write comments into portfolios (post-its work well). Using a temporary entry, such as a post-it, allows students to remove or keep the staff comments as they choose. Some sites use a separate portfolio assessment grading sheet (two samples enclosed). Students value staff input and comments. Portfolio entries can be used to improve the program, change educational approaches, design lessons, adapt the curriculum and validate or change strategies.

Resources: For more information see: Dr. Robert Popp's book on Using Portfolio Assessment to Measure Change in Parent and Child Interactions. Also, working portfolios are available for view at the Salem Even Start site. Check with your local family literacy program and school district for ideas as many programs in K-12 are using portfolio assessment.

Saving Childhood Memories

Children enjoy seeing things from their past. Saving keepsakes helps children know their own history.

You could have a shoe box for each child, putting photos of the child in it. You could also put such things as the child's baby rattle, birth announcement, and a lock of the child's hair in the box.

Another idea is to have a large manila envelope for each child, to store papers, cards, and artwork in. Put the date on cards and artwork. Write down the words and phrases the child is using at the time.

These keepsakes could also be put into a scrapbook and given to the child, perhaps on the 16th birthday, as a gift.

Children can also put their items into the scrapbook on their own. The entire family could have a scrapbook. Each person could work on their own book or everyone in the family could focus on one member of the family. Pick a special day such as a birthday or the first day of winter.

Children enjoy looking at and talking about things from their past. It helps make a sense of family history and can become a family tradition, too.

Adapted from The Early Childhood Connection, Clackamas ESD, Fall 1991.

Month _____

Scoring Guide for Family Portfolio _____
(Names)

To Earn a six (6) the Portfolio should contain

___ Four or more PACT plans 1 2 3 4

___ Four or more child work samples with ___ comments on work
1 2 3 4 5 1 2 3 4

___ Parents as Teachers (8 or 2 for each child each week)
1 2 3 4 5 6 7 8

___ Four or more adult work samples with ___ Comments on work
1 2 3 4 1 2 3 4

___ Test scores or some improvement you are proud of ____ yes ___ no

___ Excellent organization with dividers 6 5 4 3 2 1
explain how you are dividing it ____ yes ____ no

___ All Parent Assignments

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

_____

_____

Comments:

_____

_____

To Earn a one (1) the Portfolio must contain at least:

___ Organization (none)
___ This scoring sheet
___ Portfolio questions (incomplete)
___ Cover Sheet
___ Parents as Teachers (1 or 2)

To Earn a two (2) the Portfolio must contain all of the above and at least:

___ One PACT plan
___ One work sample from a child
___ Parent Learning Log
___ Parents as Teacher (2 or 3)
___ Organization (some)
___ No comments on work
___ Poorly completed portfolio questions (1 word answer)

To Earn a three (3) the Portfolio must contain all of the above and at least:

___ One more PACT plan (2 total)
___ Two work samples from a child
___ Parents as Teachers (3 or 4)
___ Organization (incomplete)
___ One comment on work
___ Some portfolio questions complete

To Earn a Four (4) the Portfolio must contain all of the above and at least :

___ One more PACT plan (3 total)
___ Organization (fair)
___ Adult work sample
___ Work samples from a child (3)
___ Parents as Teachers(4/5)
___ Adult work comments(2/3)
___ Child work comments (3)
___ Complete responses to portfolio questions

To Earn a five (5) the Portfolio must contain all of the above and at least:

___ One more PACT plan (4 total)
___ Adult work samples
___ Parents as Teachers (5 or 6)
___ Child work samples (4)
___ Some Parent Assignments
___ Good organization
___ Comments on adult work (4 or 5 total)
___ Comments on child work (4 total)

GUIDELINES FOR MAINTAINING STUDENT PORTFOLIOS

Portfolios document the level and range of things students are learning over time. This information complements CASAS pre-test and post-test scores. Together, portfolios and test scores provide a truer picture of students and families than either one can do alone.

Four types of information should be kept in the portfolios:

1. Samples of student work in adult education.
The examples should be typical of this four week period. A sample from each area that the student has been working in should be included. Attached to each sample or written upon it should be the student's descriptions of what that particular sample represents to them. Why did you think this is a good sample to include? I chose this paper because....

2. Journal entries that focus on the process of learning.
Students are asked to reflect upon things they learned about themselves. How did program participation influence their life at home or their work on the job? What were their goals and expectations and how will they differ for next month? What new things have they noticed about their child's interests, behavior and abilities? For example, what have they learned by being a volunteer?

3. Samples of their children's work.
Select items typical of that period in time. Ask the child to chose and explain why they want to include this piece in the portfolio. The adult may have to record the child's comments. Write down the child's exact words. Whenever possible the answers should be written by the child with the adult writing for clarification only. The early childhood rooms could have a monthly drawing project. Keeping these shows the child's progress very well. Work closely with the child's instructor in this area as they will have ideas and suggestions such as taking a photo of a structure the child built from blocks. This entry can be items the child does at home as well as at school. Include the entire family and create a wonderful keepsake at the same time.

4. Ideas and concepts from parent support time.
Students should select some ideas that were new to them or that they had new awareness of this month. What new tools did they learn to use? What old tool did they learn to use in a new way? What were the typical problems they had this month? What were the typical solutions they had this month? What was the most significant thing that happened with the family this month? What are their plans for next month?

PORTFOLIO QUESTION SET FOR SEPTEMBER

1. Think about the things you did with your child (ren) this month. Think of something you did during PACT that your child planned and you did with him/her.

a. Tell about something you were proud of.

b. Tell about something that did not go as planned.

c. What did you expect for this parent-child activity?

d. What did you actually accomplish?

e. What difficulties, if any, did you think you might have?

f. What difficulties did you have?

g. What have you learned about yourself and your child during this time?

2. Thinking back over the last month, what are your largest concerns right now?

3. How did your first weeks of balancing school and family go?

4. What is something your child learned during this last month?

5. What have you noticed about your parenting this last month?

6. How do you use your anger in a positive way?

PORTFOLIO EXPECTATIONS FOR SEPTEMBER

Select a few pieces of your child's work. Your child can pick what pieces they want to include. Include something from each child.

Make a comment on each piece of work explainin why this piece was picked. For example, Juan wanted to include this picture. He said, "I really like clouds right now."

##

Select a few pieces of your work.

Make a comment on each piece of work explainin why this piece was picked. For example, I wanted to include this paper because I worked really hard on it.

*****

THIS SECTION HAS INFORMATION

AND A NUMBER OF

IDEAS AND ACTIVITIES THAT

SUPPORT THE IDEA OF

PARENT SUPPORT TIME

Topic : Parent Support Time Topic Selection

Competencies : Community resources 2.1 Use the telephone and phone book, 2.4 Use postal services, 2.5 Use community agencies
Employment 4.1.5 Arranging for an interview, selecting appropriate questions, 4.5 Utilize common workplace technology and systems, 4.6 Clarify and give feedback, 4.7.4 Process and store information need to perform tasks pr keep records, 4.9.4 Make recommendations for improvement, 4.9.3 Identify sources of information and assistance
Learning to Learn 7.2 Use thinking skills, 7.2.3 Comparisons, classifying, 7.2.6 Brainstorming and focus practice, 7.4.3 Create devices for remembering information, 7.4.8 Interpret visual representations
Computation 6.0.2 Associate numbers with quantities, 6.9 Use estimation, 6.1.1 Add whole numbers
Communication 0.1 Communicate in interpersonal interactions, 0.2.3 Write a personal note, invitation, Use a word processing program

Materials Needed : Handouts #1, #2, Overhead, Pens, Transparency of Handout #1, Chart Paper

Estimated Class Size : Appropriate for various sizes. Especially for groups that want or need to work on Self-Esteem, Goal Setting, Motivation, Career Development

Space Required: Regular classroom with seats arranged in a circle, square, or U-shape.

Description of Activity : Estimated Time: two class periods: This is a 5 Step Process: Step 1 and 2 Day One: Step 3 and 4 Day Two, Step 5 Follow-up. This method is for getting student in-put for planning the Parent Support Time component of a family literacy project or for planning parent education in an ABE or GED classroom.

Step 1: Pass out the Possible Parent Topic worksheet. Ask students to take a few minutes to read the topics and circle the numbers to indicate their interest. They may ask questions regarding the topics but this step should be done alone. The instructor could read these out loud or have students take turns reading one at a time until the entire list has been read. We usually have a little discussion about what each item means.

Step 2: Arrange the students in to groups of 3 or 4; they should select a recorder and reporter. Their task is to review the topics together and suggest a way to best cover it in class. Some ways may be: class discussion, viewing a video, inviting a speaker to class, reports by class members, or any way it might work for the class. If they do not have any specific ideas for a topic, that is okay--someone else probably will. Remind them that is might get boring if they choose only one method.

At this time, they might want to narrow down some topics or divide them into several smaller topics. The recorder needs to have an extra topic sheet to write the group's decisions and ideas on. There needs to be one for Group 1, 2, etc. Students should hand in their topic sheets to instructor for Step 3. The reporter will report to the class during Step 4.

DAY TWO or SECTION TWO

Step 3: Before meeting with the class again, the instructor or a group of students needs to tally all the topic responses, i.e. Self Esteem--15 students marked 5, 3 marked 4, 1 marked 2, 1 marked 1. Record the totals of this information on the transparency of Handout #1.

Step 4: At beginning of class, have students get back into their groups and return the topic sheets to them. Because of the tally, you will know the students interests and they will see it on the overhead. This day's task is to review the list, reporters state ways groups wanted to cover material, then the class needs to reach agreement on methods to cover topics.

Individual or pairs of students volunteer to take responsibility for arranging guest speakers, getting video, taking a field trip, etc. for one or two of the topics chosen by the group. Record these names on the overhead or on chart paper for future reference. It is also important to develop a timeline for accomplishing these tasks. Have students use the Class Planner Checklist, Handout #2 to keep track of their chosen responsibilities. You may find in the discussion process that requests for other activities and topics come from the students. These can be added to the overhead if the group agrees. Often it is things like field trips for fun and/or information and this is an appropriate time to add to the class plan and assign responsibility.

It is appropriate for students to work in pairs, they may want specific guidelines regarding the telephone contact, they should use the Class Planner Checklist, Handout #2 to keep track of the task. Confirmation calls or letters, recording the date visitors are scheduled in the class calendar, arranging lunches and/or bus transportation, thank-you letters and any other related activities are the responsibility of the student (pair).

Step 5: Periodically, the class needs a "housekeeping" time to review the calendar and check on progress of arrangements for guest speakers, field trips, etc.

Use the Parent Support Time Topic Sorter to find Activities and Resources within this guide to use.

Outcomes/Evaluations:
Students will participate and learn more when they have input into the planning of the class. It is worth the time it takes. Guest speakers will learn about family literacy and ABE. Students will learn about new careers and ways people have successfully balanced work and family. Students build competence and self esteem.

Instructors will need to be sure the class periodically reviews progress on student-planned guests, trips, etc. It is important to be sure activities are spread out throughout the class time frame so everything does not happen at once. A class calendar is a vital tool for planning. It needs to be kept where all students can look at it and enter information as needed. We suggest if possible that each parent be given a calendar/organizer.

Resource: Teaching Adults, An Active Learning Approach, Elizabeth Jones, NAEYC. Salem Even Start has applied this system successfully for years.

POSSIBLE PARENT SUPPORT TIME TOPICS

Being a parent is a joyful but often difficult task. Parent Support Time gives you a chance to share and learn with other parents. This is a list of twenty-eight possible topics. Circle **1** if you **do not** want to discuss the topic; **5** if you **want** to discuss it; 2,3,4 if it falls in the middle.

1. 1 2 3 4 5 Guidance and discipline techniques.
2. 1 2 3 4 5 How to encourage positive behavior.
3. 1 2 3 4 5 Being assertive as a parent.
4. 1 2 3 4 5 Dealing with sibling rivalry.
5. 1 2 3 4 5 Coping with temper tantrums.
6. 1 2 3 4 5 Consistent parenting and decision making.
7. 1 2 3 4 5 Choosing which parenting skills.
8. 1 2 3 4 5 Understanding and sharing feelings.
9. 1 2 3 4 5 Family communication.
10. 1 2 3 4 5 Self-esteem.
11. 1 2 3 4 5 Dealing with stress.
12. 1 2 3 4 5 How to be more organized.
13. 1 2 3 4 5 Taking time and doing special things for yourself.
14. 1 2 3 4 5 Relaxation for you and your family.
15. 1 2 3 4 5 Understanding how you and your children learn.
16. 1 2 3 4 5 Helping your child be creative.
17. 1 2 3 4 5 Understanding children's fantasies.
18. 1 2 3 4 5 The effects of TV on children.
19. 1 2 3 4 5 Dealing with child sexuality.
20. 1 2 3 4 5 Using a computer.
21. 1 2 3 4 5 Having fun as a family. Playing with children.
22. 1 2 3 4 5 Dealing with abuse.
23. 1 2 3 4 5 Single parenting and/or step-parenting.
24. 1 2 3 4 5 Art for children, create a family keepsake.
25. 1 2 3 4 5 Toys and games for children, to make or to buy.
26. 1 2 3 4 5 Books and stories for children.
27. 1 2 3 4 5 Dealing with emotions, helpful words for anger.
28. 1 2 3 4 5 Wellness, illness, first aid, nutrition. (adult/child)

Please list any other topics you want to cover.

_____

PARENT SUPPORT TIME TOPICS SORTER

Listed are the pages within this curriculum guide that support each choice. For example, if your students chose #2, turn to pages 126, 144, 150-151 for some ideas.

Page 21-28	1. Guidance and discipline techniques.
Page 126, 144, 150-151	2. How to encourage positive behavior.
Page 118-121	3. Being assertive as a parent.
Page 22-27	4. Dealing with sibling rivalry.
Page 22-27	5. Coping with temper tantrums.
Page 21-28	6. Consistent parenting and decision making.
Page 10-20	7. Choosing which parenting skills.
Page 73-76	8. Understanding and sharing feelings.
Page 90-92	9. Family communication.
Page 55-72	10. Self-esteem.
Page 65-70	11. Dealing with stress.
Page 119-121, 152	12. How to be more organized.
Page 43-47	13. Taking time for yourself.
Page 53-63	14. Relaxation for you and your family.
Page 43-45	15. Understanding how you learn.
Page 47-52	16. Helping your child be creative.
Page 73-99	17. Understanding children's fantasies.
Page 88-89	18. The effects of TV on children.
Page 22-26	19. Dealing with child sexuality.
Page 154-171	20. Using a computer
Page 81-86	21. Having fun as a family. Playing.
Page 29-36	22. Dealing with abuse.
Page 71-72	23. Single parenting and/or step-parenting.
Page 3-9	24. Art for children, create a family keepsake.
Page 77-81	25. Toys and games for children.
Page 93-99, 145	26. Books and stories for children.
Page 75-76	27. Dealing with emotions.
Page 100-117, 136-138, 146	28. Wellness, illness, first aid, nutrition.
List any other topics	_Evaluation Tools Page 172-184 ___

_____

PARENT SUPPORT TIME

Parent Groups usually have some specific purposes:

• to educate and inform parents; such groups are designed to increase parents' awareness, understanding, knowledge, and skill in specific areas; topics include child care giving and child development, parent-child interaction, family relationships, child health and nutrition, self-esteem, discipline, and communication.

• to provide opportunities for mutual support or self-help; such groups provide opportunities for parents to share their experiences, concerns, and feelings as well as their interests and ideas in an atmosphere of mutual acceptance and trust; feelings of self-confidence, competence as parents, communication and problem-solving skills are bolstered.

• to offer advocacy services to families; such groups explore alternatives and options that will help parents receive services and support in terms of basic needs, mental and physical health.

PARENT SUPPORT TIME is designed to be a combination of all these purposes. Through group process, parents find opportunities to share their experiences and concerns as well as their ideas and solutions with one another and to receive validation in their roles as parents. Encourage parents to:

- affirm, discover, and expand their resources as parents
- learn how children learn, develop, and grow
- discover tools and techniques that will support their children's learning
- improve their own sense of self-worth
- learn to develop their children's self-esteem
- make informed choices about parenting
- explore employment opportunities and requirements

Suggested Format of Parent Support Time

• Choose the subject from parent surveys, needs as discerned through observation, emergent problems, or concerns. (Follow the Parent Topic Directions or use your local Head Start process.)

• Surface feelings and listen to them. This is not a group therapy session or a gripe session, but common problems are discussed.

• The instructor-facilitator must have a plan or focus but may present in short segments as the needs arise.

• When community resource persons are invited to speak, students or teachers will want to send suggestions for the presentation. (see sample letter)

Sample Letter to Community Resource Speaker

Date

Families for Learning
0000 Learning Tree Street
City, State

Dear (Community Resource Person):

We are delighted that you have agreed to lead a discussion with the parents in our Family Literacy Program. We thought you would appreciate some information about our needs and interests as well as information about the audience. Enclosed are the questions that the group would like you to answer.

There are 35 mothers, fathers, grandparents and aunts in this program. They are all interested in helping their children learn so that they will start school ready and eager to learn. They are also seeking to upgrade their own skills in the areas of academics and job preparation. Some of them need more information about _____, your area of expertise and experience.

Because this is a family focused intervention program, please relate information about your agency to all aspects of the program: adult students, the parent/child relationship, children, and vocations, if applicable.

Please be prepared to share information about your program, service, or agency, but also about yourself. Our adult students will want to know how you prepared yourself for the job you hold, what skills are needed for this job, what skills you have developed as a result of this job, and what prerequisites exist for entry level jobs in your agency.

Our parents will also benefit from reading materials and other take-home packages that they can share with family and friends.

Thank you for planning to spend time with us on _____.

Sincerely,

A Possible Sequence of PST Discussions

Whenever possible work from items prioritized by your students. This outline is for your comfort and planning and is based on sequences we have found useful. Your program will be stronger the more closely Parent Topics fit the needs and choices of your parents.

1. The most fundamental goal of parent education is building a support group.
    a. Get acquainted activities on-going
    b. Descriptions of families
    c. Family photos on wall display from home visit perhaps
    d. Name tags
    f. Ground Rules and operational agreements

2. Introduction to the preschool curriculum--Invite parents into the preschool classrooms. Invite preschool instructors to talk to parents.
    a. Key Experiences or other early childhood curriculum
    b. Play and Learn areas in the classroom
    c. Communication and interaction techniques
    d. Include assurances that children are taken care of

3. Response to observations and conferences
    a. Dealing with Critical Issues
    b. Information and handbook review
    c. Emergent issues as they arise

4. Response to Parent Topics
    a. Introduction and discussion of #1 choice; subsequent choices
    b. Invitation to community resource personnel
    c. Follow up activities and thank you letters

5. Developmental stages of children
    a. How children learn--intellectual development
    b. How babies and preschool children use knowledge
    c. Areas of social, emotional, physical development

6. Developmental stages of adults
    a. Self-concept development
    b. Outlooks on change
    c. How adults learn
    d. Individual learning strengths
    e. How to advocate for your own child's learning

7. Projects relating to family needs or interests
    a. Crafts and gifts
    b. Videos and other materials
    c. Short adventures and field trips
    d. How to read to your child
    e. Student-lead activities
    f. Seasonal and multi-cultural projects

Suggestions for Interaction between Facilitators and Parents

1. Give thought to the opening session and opening questions

2. Recognize parents for positive change.
   a. Support progress by identifying specific behaviors observed
   b. Mention positive results
   c. Encourage next steps from parents (Plan-Do-Review)
   d. Give affirmations regularly
   e. Celebrate often

3. Maintain self-confidence and self-esteem while providing feedback.
   a. When describing action name the event not the people
   b. Indicate why you consider this important enough to mention.
   c. Communicate program and educational standards and expectations
   d. State your reactions to appropriate child-development
   e. Communicate respect for others' property and person
   f. Follow the agreed upon ground rules
   g. Strengthen feelings of self-worth through affirmation
   h. Give factual, sincere feedback

4. Plan for closure.
   a. Ask one of the parents to summarize
   b. Ask each person to contribute a reflection
   c. Ask for logical next steps
   d. Link topics to other areas in the lives of your families
   (Use the family strengths and goals sheets)

FAMILY STRENGTHS AND GOALS

THE THINGS ABOUT OUR FAMILY THAT MAKE US FEEL GOOD ARE:
A.
B.
C.
D.
E.

THE THINGS WE WOULD LIKE FOR OUR FAMILY ARE:
A.
B.
C.
D.
E.

THE THINGS THAT OUR FAMILY IS HAVING TROUBLE WITH ARE:
A.
B.
C.
D.
E.

THE THINGS WE WOULD LIKE TO DO DURING THE NEXT TERM ARE:
A.
B.
C.
D.
E.

THE THINGS WE WOULD LIKE FOR OUR FAMILY IN THE NEXT YEAR ARE:
A.
B.
C.
D.
E.

(INFO. CONTACT PANHANDLE COMMUNITY SERVICES 4502 AVENUE 1 SCOTTS BLUFF NA 69361)

THIS SECTION HAS A NUMBER OF

IDEAS AND ACTIVATES THAT

SUPPORT THE IDEA OF

PARENTS AS DISCIPLINARIANS

Topic : Guiding Your Child
Part One and Part Two

Competencies : Learning to Learn 7.5 Understand aspects of and approaches to effective personal management, 7.4 Demonstrate study skills, 7.3 Demonstrate ability to use problem solving skills, 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
Employment 4.6 Communicate effectively in the workplace, 4.8 Demonstrate effectiveness in working with other people
Health 3.0, 3.5.8 Identify practices that promote mental well-being

Materials Needed : Handouts
Worksheet for Guiding Your Child
"Guiding Your Child Part One"
"Guiding Your Child Part Two"

Estimated Class Size : Any class size

Description of Activity : Write these questions on a board or handout the worksheet.
Have people work in teams of three or pairs and discuss what they think is meant by each question.
Read the two articles.
Discuss answers to the questions.

Worksheet
Guiding Your Child
Part One and Part Two

1. What does it mean to separate a child's behavior form the child as a person? Give some examples.

2. What would you predict will happen if adults in the same home do not agree on child guidance goals?

3. How would you design some boundaries for children of different ages? Will these boundaries always work for every child of that age?

4. Do you agree that children need consistent parents? Why or why not?

5. How would you decide if a child is using self-imposed discipline? How would you decide if it is working?

6. What do you think about the statement that "we get the behavior we pay attention to"?

7. What is the most important part of your discipline that you want to keep?

8. How would you decide about changing your discipline techniques?

Guiding Your Child
Part One

To raise happy, healthy and well-adjusted children, here are some ideas about child guidance that work well in most all families.

It is important that both parents agree on the type of guidance that will be used. It is hard on a child to be treated one way by one parent and another way by the other parent. Where the parents cannot agree, the child will use this to his or her advantage, playing one parent against the other. It also is important that you agree on what your goal really is. A good goal could be raising a happy, well-adjusted child who acts with self-control and who is able to meet the demands of his or her life. A child who is raised in this way grows up being able to direct his or her own behavior, having some understanding of what is expected. The child is able to accept responsibility for his or her actions and has slowly learned to recognize his or her limitations. When a mistake is made or behavior is not acceptable, the parents will lovingly redirect his or her energies or desires. The parent's role is not that of punisher, but of helper—helping the child to understand what is expected and what can be expected of you and others.

Keep these keys in mind:

1. Healthy children will "test out" their environment. It is normal for children to behave just to see how adults will respond. Know that this is healthy testing and simply inform the child of the limit and the expected behavior.

2. Children and adults have a right to their feelings. Each of us has a right to <u>feel</u> any way that we want. We have a right to feel angry or sad, happy or glad. It doesn't do any good to tell a child not to feel angry—rather we should show the child acceptable ways to express that anger.

3. Separate the child's behavior from the child as a person. A child who feels good about himself/herself as a person is more willing to cooperate. When a child misbehaves, we need to communicate that it is the <u>behavior</u> that needs changing, not the person.

4. Children need boundaries. Children rely on the adults in their lives to set boundaries or limits. It is our job to let the child know where proper behavior stops and misbehavior starts. Such boundaries must be clearly stated to the child and need to be <u>reasonable,</u> according to the child's needs and abilities and age.

5. Children need consistent, patient adults. We all occasionally lose our temper, but we need to try to be as patient and consistent as possible. Children will make many mistakes in their lives, but they need to know we will be there ready to help them in a loving manner once again.

GUIDING YOUR CHILD
Part Two

Child guidance is positive. It is a matter of changing a child's impulses, needs, and desires into socially acceptable forms. Here are six ideas that can help you help your children become happy, well-adjusted people who can control their own behavior:

1. **You are a behavior model.**

   Our children watch us and learn how to behave. If we yell and hit when we are angry, our children will learn to yell and hit when they are angry. If you are able to control your anger and express yourself in reasonable ways, your children will learn to do likewise. From our behavior children learn such things as table manners and how to treat other people.

2. **Adults reinforce what the child does through giving it attention.**

   If you want to see more of some type of behavior, pay attention to it. Positive attention comes from letting a child know you like what he or she is doing. Sometimes we notice only bad behaviors. This is a sure way to keep the child misbehaving. Temper tantrums are a good example. When we pay attention to them, the child will to use it again to get our attention.

3. **Tell children clearly what we expect.**

   How many times do we say "Stop that" or "No" or "Don't do that"? In doing so, we are not telling the child what he or she can do, we are not helping channel impulses into acceptable ways of behaving. Instead of saying "Stop making that noise," it is just as easy to simple say "Play more quietly." Tell children what to do, not what not to do.

4. **Accept the child's feelings even when you cannot accept the behavior.**

   Young children have strong and unclear feelings. They have few ways of expressing feelings. When we let the child know that we accept his/her feelings, we will be better able to direct expression of those feelings into
   better ways of behaving.

5. **Let love be the center of all discipline.**

   Show a child love and acceptance. Be willing to give a reason for doing or not doing something. Children will learn why they should behave this way or that way, and will be more likely to behave when we are not there. Never threaten a child with the loss of your love. That destroys our bond of trust with the child.

6. **Freedom includes discipline.**

   Children want us to let them know what is okay and what is not. The best, most meaningful and productive discipline, is self-imposed and self-regulated. When we set boundaries for behavior, the child comes to realize that his or her freedom is all the space between those boundaries. That knowledge, along with a positive self-image, allows the child to be self-disciplined. When a child has self-discipline, the parent has time to step back and enjoy their child with less moment-by-moment intervention.

WHY GUIDE YOUR CHILD ?

Children learn how to treat others by how they are treated.
A child who grows up in a family that shows
respect, love, forgiveness and patience
will grow up to be a
respecting, loving, forgiving and patient parent.

Topic : Saying no to a child

Competencies : Learning to Learn 7.5 Understand aspects of and approaches to effective personal management, 7.3 Demonstrate ability to use problem solving skills, 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
Employment 4.6 Communicate effectively in the workplace, 4.8 Demonstrate effectiveness in working with other people, 4.8.6 Present differing points of view
Health 3.0, 3.5.8 Identify practices that promote mental well-being

Materials Needed : Handout: Saying "No" To A Child

Estimated Class Size : Any size

Description of Activity : Read this article out loud, having parents take turns reading a few sentences each.

Discuss and/or write about the times it has been difficult to say no in your life.

Discuss the article by asking questions such as "How does this impact your life?"

How can you say "no" to children of different ages?

How do you like people to say "no" to you?

How do you feel comfortable saying "no"?

Saying "No" To A Child

How children react when a parent says "No" often depends on the child's age.

Babies may not understand the word, "no", so it may make more sense to remove the child, giving her something else to play with or "childproofing" the house (putting breakable or dangerous things out of reach). You can, at the same time, say "No" and give a short, simple reason why.

Toddlers may be trying to get a rise out of a parent by doing what the parent has said "No" to. So don't react. Help the child (calmly) to do what needs to be done. If you are calm and matter-of-fact, the toddler will learn that you mean "No".

Preschool children need to know the reasons for "no's". Give short, simple reasons, ones that children can understand. Use a voice that is firm and also kind. You want the child to know that you mean what you say, but you don't want to scare the child, or tempt him to rebel. Make sure what you are saying "no" to makes sense to you and the child.

If your "no" makes sense, stick to it. If you later realize that you made a mistake, say so to the child and tell why.

Children feel safe when they know exactly what they can and cannot do, so be specific. "You can play inside the fence in the back yard," is more clear and helpful to the child than, "Go play outside."

When you say "no" for good reasons, your child will be helped to become more responsible, more caring and easier to live with.

Adapted from J. Hamilton, ECE
Consultant, Clackamas ESD in
The ECE Connection, Fall 1991.

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVATES THAT
SUPPORT THE IDEA OF

DEALING WITH FEARS AND ABUSE

Topic : Children's Fears

Competencies : Learning to Learn: Understand aspects of and approaches to effective personal management 7.5.1, 7.5.2, 7.5.5, 7.5.7.
Demonstrate ability to use thinking skills 7.2.2, 7.2.5, 7.2.7.
Communicate one's opinions on a current issue 5.1.6.
Identify practices that promote mental well-being 3.5.8.

Materials Needed : Children's Fears Article Handout
Children's Fears Worksheet

Estimated Class Size : Any size

Description of Activity : Use this activity when:
you notice that a parent is disregarding a child's fears, or
when you notice that a family member is having nightmares, or
when you notice that parents are taking children to age-inappropriate movies, or
showing children scary videos.

Often the early childhood teacher will be a source of information about things that scare a certain child.

Use the Children's Fears Worksheet as your guide for discussion. This worksheet could be a portfolio entry. Give your parents this worksheet and have them write about and discuss each questions

Give parents the handout called "Children's Fears". Have them read and discuss this article especially as it relates to themselves as children. Ask them "How would you decide what movies are appropriate for your children to watch? What movies won't scare your children?"

Estimated Time: One to two class sessions.

Children's Fears Worksheet

1. Think back to your childhood. What was something that you remember being frightened of? Describe the circumstances and the fear.

2. How did you feel when you were afraid? What did you think was going to happen?

3. Why were you afraid?

4. Based on your experience, what would you conclude about the process of fear?

5. Suppose your child is afraid of the same things you were/are. What might you do to help him/her deal with his/her fears?

6. What new insights did talking and writing about your own fears give you to help you deal with your child's fears?

Children's Fears

Fears are a normal part of growing up. It takes patience, love and support for children to learn to understand and get over fears.

Toddlers: 1–3 Years

They want to both "stand on their own two feet" and to depend on parents to love and comfort. Toddlers may fear snakes, insects, loud sounds, people in unusual clothes. They often fear being separated from their parents. Learning to walk makes babies realize they are separate people, which may scare them into being clingy sometimes.

Preschool: 3–5 Years

Fear of being apart from a parent make kids afraid to explore new places (like preschool). Other common fears are ghosts, monsters, death, darkness. Read the children's book *Where the Wild Things Are,* where the wild things are feelings. Other normal fears: animals, doctors, being hurt. Answer their questions about life, death and sex simply and honestly without shaming or laughing at the child.

Elementary: 6–9 Years

The fear of getting lost may be a problem for six to seven year old. Going to a big school with many rooms, adults and older children may make children anxious. From ages seven to nine, kids may fear ghosts, haunted places, etc. They are more worried about making mistakes, being criticized, and being liked by other kids.

For parents: Remember that you can't protect your children from everything. You can accept your child's fears, listen without teasing or punishing, and help them know how to deal with the fears.

Children usually grow out of their fears. Remind them that some things (like monsters) are things they create in their mind, and they can learn to think about something else less scary. You can also help children get over some fears (like dogs or water) by reading about them, drawing them, looking at them. This gradually reduces the fear.

Another thing parents can do is to try to figure out where the fear came from, so you can help overcome the fear. There are some good children's books with stories about things children fear. Read them together.

Children's fears are real to them. Help and support them—never tease, laugh at, call them names, or deny that the fear is there. Don't push them to get over their fear before they are ready. Remember that you were afraid, too, when you were a child. Be sure that your own attitudes or anxieties don't affect your children. If you are nervous or fearful, they may become that way from watching you and listening to you.

We all have fears, because we are human, but our fears don't have to control us.

Adapted from a 1/91 article in *Lady Bug for Parents.*

Topic : **Signs of a Batterer**

Competencies : Learning to Learn 7.5.3 Identify or use strategies to cope with negative feedback, 7.5.4 Identify sources of stress, and resources for stress reduction, 7.5.6 Identify strategies for communicating more successfully, 7.4.9 Identify personal learning style, 7.3.3 Evaluate the outcome of an implemented solution and suggest modification to the solution as needed, 7.2.4 Identify or make inferences through inductive and deductive reasoning
Government and Law 5.3 Understand an individual's legal rights and responsibilities
Employment 4.8 Demonstrate effectiveness in working with other people, 4.6 Communicate effectively

Materials Needed : Handouts
"How do you know if someone will become a batterer?"

Estimated Class Size : Any size

Description of Activity : This is an activity mostly aimed at female parents. It is not a problem exclusive of females so males can certainly be included.

Do you or someone you know show a combination of these signs? This can be answered on an individual basis or as a group. A good follow-up activity is to invite you local Women's Crises Center to speak about the cycle of abuse.

Do not do this activity prior to a school break. Do it early in the week so people have time to debrief if issues of abuse come up.

Instruct your students to answer each question honestly. They can keep their answers to themselves but should contribute to the discussion.

If you are not comfortable leading a discussion of this type, give this as a written assignment. You could also give this as a written assignment, then re-visit it as a discussion group.

How do you know if someone will become a batterer?

Do you, or someone you know, show a combination of these warning signals? If so, NOW is the time for you or your friend to get help learning to control anger, express it constructively, and learn a alternatives ways to solve problems. Beware of choosing a spouse or boyfriend with these characteristics—that person will be likely to abuse you.

1. **Did he grow up in a violent family?** People who grow up in families where they have been abused as children, or where one parent–usually the father–beats the other, are likely to become women-beaters, or child-beaters, or both. They have grown up learning that violence is normal behavior. Those who come from violent homes may claim that they will never behave that way, but they often resort to violence when faced with the he problems of relationships and parenting, because that's what they have learned.

2. **Does he tend to use force or violence to "solve" his problems?** A young man who has a criminal record for violence, who gets into fights, or who likes to act tough, is likely to act the same way with his wife and children. Does he have a quick temper? Does he over-react to little problems and frustrations, such as not finding a parking space or having a bad seat at the movies? Is he destructive when he's angry? Does he punch walls or throw things when he's upset? Any of these behaviors may be a sign of a person who will work out bad feelings with violence. Do not minimize a tendency he may have to be cruel to animals. Cruelty to animals is a common behavior of men who are also cruel and abusive to women and children.

3. **Does he abuse alcohol or drugs?** There is a strong link between violence and problems with drugs or alcohol. Be alert to his possible drinking/drug problem, particularly if he refuses to admit that he has a problem and refuses to get help. **Do not think you can change him.**

4. **Does he think poorly of himself?** Does he guard his masculinity by trying to act tough: He may think he's "acting like a man", but in fact, he may be acting like a future batterer.

5. **Does he have strong traditional ideas about what a man should be and what a women should be?** Does he think a woman should stay at home, take care of her husband, and follow his orders and wishes? Does he act like women are second-class citizens?

6. **Is he jealous of you** – not just of other young men you may know, but even of your girlfriends? Does he keep tabs on you? Does he want to know where you are at all times? Does he want you with him all the time, even when it is inconvenient for you? Don't mistake jealousy (possessiveness) for love.

7. **Does he play with guns, knives, or other lethal instruments?** Does he talk of using them against people, or threaten to use them to "get even?"

8. **Does he expect you to always follow his orders or advice?** Does he become angry if you do not fulfill his wishes, if you cannot anticipate what he wants?

9. **Does he go through extreme highs and lows,** as though he is almost two different people? Is he extremely kind at one time and extremely cruel at another time?

10. **When he gets angry, do you fear him?** Do you find that not making him angry has become a major part of your life? Do you do what he wants to do , rather than what **you** want to do?

11. **Does he treat you roughly? Hit you?** Does he physically force you to do what you do not want to do? Abuse during dating is a guarantee of later abuse, and more violent abuse. Do not think that marriage will change him for the better. It will almost certainly change him for the worse. If he does abuse you, you are already a battered woman, and should seek help now.

12. **Do you feel threatened by him?** Are you afraid to break up with him because he might hurt you? Have you changed your life so that you won't make him angry: If so, you are being abused and should seek advice from your local battered women's center.

13. **Does he talk to you with disrespect?** Does he put you down, make fun of you, or humiliate you in front of others? Does he make you wait for him, showing up or calling later than he said he would?

THESE ARE ALL UNHEALTHY SIGNS IN A RELATIONSHIP

It's important to understand that you are a special person and deserve to be loved and respected. **NO ONE DESERVES TO BE HURT!**

Talk to a counselor, teacher, or someone else you trust if you're concerned about yourself or someone else.

Portions of this came from Ann Harbor High School Curriculum; from writings of Lenore Walter, M. Ray, R. Lan.

Your local Women's Crises Center Group can be a good resource about the cycle of abuse and local community resources for help. It is not an easy process to remove oneself from the Cycle of Abuse, but remember your help can save a life.

EQUALITY AND NON-VIOLENCE

When you are building a relationship that is non-violent and built on equality, these are some guidelines.

To have Shared Responsibility
- You agree together on a fair distribution of work
- You make family decisions together
- Together you make a plan that works for you
- Play and laugh together

To be a Responsible Parent
- You share parenting responsibilities
- You are positive and non-violent with your children
- You model non-violence
- You find what works for each child

To have Honesty and Accountability
- You accept responsibility for your self
- You acknowledge any past use of violence
- You admit you were wrong when you were
- You use truthful and open communication

To give Trust and Support
- You support each others goals in life
- You respect each others feelings and the right to have feelings
- You respect each others right to have friends
- You respect each others right to activities and opinions

To show Respect
- You listen to each other without making a judgment
- You affirm with emotions and understanding
- You value each others opinions

To have Non-Threatening Behavior
- You talk to each other so that each feels safe
- You talk to each other so that each feels comfortable expressing feelings
- You talk to each other so that each is comfortable doing things

To have Negotiation and Fairness
- You seek mutually satisfying resolutions to conflict
- You accept change
- You are willing to compromise

To have an Economic Partnership
- You make money decisions together
- You make sure both partners benefit from financial arrangements

Adapted: Domestic Abuse Intervention Project 206 West Fourth Street Duluth, MN. 55806 218-722-4134

THIS SECTION IS

MOSTLY INFORMATION ON

FAMILY LITERACY

Topic : What is family literacy?

This is a description of the components of family literacy and some examples of how they can relate to each other.

A Family Literacy Program should be seen as a planned interrelated system.

The Adult Education Component should use:

- an interdisciplinary curriculum
- opportunities for active learning
- real life or whole-language approach
- cooperative learning strategies
- critical and creative thinking modes
- community resources as support for the curriculum
- instructors who serve in multiple roles: teacher, facilitator, coach, mediator, etc.
- strategies that support the other program components.

The Early Childhood Component should use:

- an active learning approach
- developmentally appropriate curriculum
- adults who serve primarily as facilitators and support the children's learning by developing appropriate environments
- strategies that support the other program components.

The Parent Support Time Component should:

- have a curriculum that supports the cognitive content of Adult Ed
- find ways to build peer support for members of the group
- utilize a variety of resources for information
- employ multiple coping methods
- use strategies that support the other program components.

The PACT Time Component should:

- build support for family interaction
- give the time and place to practice newly acquired skills
- use strategies that support the other program components.

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVATES THAT
SUPPORT THE IDEA OF

PARENTS AND CHILDREN
INTERACTING TOGETHER

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The Purpose of PACT

PACT Time recognizes and utilizes the home as the foundation of the child's learning. PACT means PROMISE. During PACT we want to encourage parents to:

- provide opportunities for learning inside and outside the home
- give help to extend learning in a wide variety of situations
- provide ways to enlarge vocabularies and improve the quality of the child's language
- explore techniques to support their children's learning
- practice ways of interacting with their children in order to support children's physical and cognitive growth and development.

PACT Time is vital because it provides a period of inter-generational sharing, playing, and learning. The activities are planned by the children, supported by the parents, and shared by the teaching staff. This time together can build strong bonds between a parent and child for a lifelong commitment to education, to belonging and love, to freedom of choice, and to fun.

PACT can be difficult to implement, especially if the children are in many sites or on a variety of different schedules. The time spent to make PACT an integral part of the program is well spent and pays off in long term dividends for families.

A DESCRIPTION OF PACT

1. The child thinks of a plan to share with the parent. The plan will inform the parent where the child wants to play during their time together.

2. The child shares this plan with the parent in one of several ways: via pictures, dictated script, tape recorded message, or verbally.

3. The parent begins to think of ways to support the child's idea, perhaps discussing options with the adult education teacher. The parent should think of some open ended questions to ask in order to support their child's learning.

4. Parents and staff join the children in the Early Childhood classroom or another space where parents and children will play together. The staff might join a child as they are invited.

5. Children might change their plans during the 30-45 minute period, and the parents help to replan. Children and parents will clean up one activity before moving to another.

6. When the play time draws to a close, the parent and child review their time together.

7. All parents, children, and staff join in Circle Time, which is led by one of the Early Childhood staff members. In second semester it is common for a parent to lead Circle Time activities are selected that have transfer to the home. This period lasts for about 10 to 15 minutes.

The Roles of Parent, Child and Staff Members During PACT Time

Child

The child decides what area s/he would like to play in, what activity to do, or what equipment to use. The children will be familiar with how to describe their choices since this is the PLAN-DO-REVIEW method used in the High/Scope Preschool Curriculum. After making the decision, the child prepares the message for the parent--draws it, dictates it, records it, etc. Once the parent enters the classroom, the two begin their work immediately.

Parent

The parent plans with the child or reads the child's plan. Mom or Dad begins to think of several questions that will extend or add new information to the child's idea. Asking convergent questions will help parents to understand the child's thoughts. Asking divergent questions will lead the child into new territory. Parents usually need some direction from the Adult Education Instructors that will help them understand the kinds of support needed to extend learning through play. Parents should be informed of the highlighted key experiences so they can support those during PACT time and later discuss what skills they observed their children acquiring or extending. Occasionally, the parents will want to make choices about the activities during PACT time. On those days, play is still the mode, and parents will interact with their own children. The one difference is that the child then follows the parent's lead. This choice is limited to once or twice a month.

Staff Members--Early Childhood Teacher, Early Childhood or Adult Assistants, Adult Education Instructor, Parent Education Instructor, Family Advocate, etc.

All staff members should be present during PACT Time. These professionals play the role of participant and/or observer. Staff is in the classroom to help get parents and children started on their plans. Staff has designed the classroom to support optimal interaction. They acknowledge the family's choices and the responsive patterns of the parent. At appropriate times staff interacts with the families, asking questions, sometimes offering additional materials to help with the development of an idea. Most important, they are modeling appropriate behaviors and observing the parent and child interactive patterns.

During the last 15 minutes of the PACT Time, staff members can conduct a planned activity, which the parents can replicate at home. Several teachers rely on music and movement activities that can be used with children of various ages. Some teachers plan to begin an activity that can be completed at home, sending enough materials for all the children in the family. Teachers will give directions or lead a discussion on how parents can use the activities at home, encouraging them to bring the completed activity back to share with others in the class.

At least one period each week should be devoted to parents reading to children, individually or in small groups. Adult education instructors should devote time in their academic sessions to the teaching of reading strategies that will help parents read with fluency, expression, and interest. Questioning techniques can be a part of practiced performance.

Debriefing after PACT Time should also occur in the Adult Education classroom and occasionally in Parent Support Time. Discussions will include what parents are learning about their children's learning, what support they gave, what questions the parents have. Debriefing helps parents to understand the importance of the child's play and helps parents focus on their role in the process. These times can lead naturally into discussions about child growth and development.

During the weekly or regular planning time, the teaching team should discuss individual families, looking specifically at their strengths and determining how to enhance the parent/child interaction.

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVATES THAT
SUPPORT THE IDEA OF

DEVELOPMENTALLY APPROPRIATE ACTIVITIES FOR PARENTS AND CHILDREN

Topic : Show and Tell

Competencies : Basic Communication including appropriate classroom behavior and personal information 0.1.2, 0.1.5, 0.1.6, 0.2
Use of leisure time resources and facilities 2.6, Understand aspects of arts 2.7.6
Employment 4.6 Communicate effectively in the workplace, Teamwork 4.8.1
Learning to Learn 7.3 Break problem into its parts 7.3.4

Materials Needed : Hand out "Show and Tell"

Estimated Class Size : Space Required: Chairs for each participant, arranged in a circle.

Description of Activity : Estimated Time: 3-5 min. per person

Each student and staff selects something they enjoy doing and feel they do well. Everyone brings a sample to class to share visually and orally. Samples of possible items or activities to share are listed on the attached handout. Participants share what it is, why they like do it, who taught or encouraged them, or any other information they wish.

Special Notes: This is a good get-acquainted activity for both staff and students. We learned things we did not know about students we had known for several years.

If parents cannot think of an idea to share, they could ask their children "What do you think I am good at?" and share the response.

Begin by asking for volunteers to share. This helps to establish a comfortable non-threatening atmosphere. Having an item such as a bouquet of flowers to show seems to make talking to the group easier.

If the group is very large, you could break students and staff into smaller groups to share. Students could return to the large group and tally how many had similar activities. This information could be made into a visual graph.

This activity lends itself to categorizing and graphing.

Outcomes: Students and staff become better acquainted with each other by learning about student and staff interests outside of school. Students become more comfortable speaking to the class.

Evaluation: The next day the instructor could have students recall what other class members shared and their names.

Parent Support Time

"Show & Tell"

Think about something you can do AND like to do . . . .

sing, sew, write stories, knit, crochet
cook, wood working, hunt
stitchery, can foods, cook, design
paint, write poems, mechanics
draw, blow bubbles, puppets, tell stories
play an instrument, bake, create ???
whatever you can think of

Bring a sample the activity you chose and plan to share it with the class.

Tell us:

- What it is you like to do.
- How you learned to do it.
- Why you like to do it.
- Anything else you want us to know.

We will share on _____

PLEASE DO NOT WORRY --- THIS IS MEANT TO BE FUN.

WE JUST WANT TO GET TO KNOW EACH OTHER BETTER.

THANKS FOR SHARING SOMETHING OF YOURSELF WITH THE CLASS.

Topic : COOPERATION IS BETTER

Competencies : Learning to Learn: Ability to use thinking skills, 7.2.3, 7.2.4, 7.25
Take notes 7.4.2, Identify personal values 7.5.1, Identify sources of stress 7.5.4
Health: Identify practices that promote mental well-being
Employment: Demonstrate effectiveness in working with other people 4.8

Materials Needed : Handout "Cooperation is Better"

Estimated Class Size : Any size

Description of Activity : Divide the group in small work groups of 3 to 4 people each. Have each group discuss the questions and record their answers. Have the groups report their answers back to the larger group. How similar are the answers?

Follow-up: Have students discover some non-competitive games that are age appropriate for their children. Play the games in the class and design some adaptations to games so that they become non-competitive.

COOPERATION IS BETTER

QUESTIONS: Write down your answer to these questions. Then, discuss the answers to these questions with each other.

Is your answer the same as the rest of the group or is your answer different?

How is your own personal answer different?

What do you think this means?

1. Why does competition make us feel good or bad?

2. Give an example of a time competition made you feel good.

3. Give an example of a time that you felt good because of working with someone.

4. Why should parents encourage children to participate?

5. Give an example when everyone in your family participated in a decision.

6. How did each person participate? Describe, using their words.

7. How did this make each person feel? If you do not know, ask them.

8. Give an example of something where everyone participate in the decision.

9. Why do people learn more by cooperating than by competing?

10. Why does cooperation help people feel more confident?

11. What does cooperation have to do with self esteem?

12. What can you do to encourage more cooperation in your home?

Topic : Developmentally appropriate practices

Competencies : Basic Communication 0.1.4, 0.1.3
Community Resources: Ask for, give and clarify directions 2.2.1, Identify child rearing practices 3.5.7, Identify practices that promote physical and mental well-being 3.5.8, 3.5.9
Employment: Give and respond to instructions 4.6.1, Assess skills 4.7.3, Present arguments and facts 4.8.6

Materials Needed : Handouts:
Word Picture of Three Year Old
Word Picture of a Four Year Old
Word Picture of a Five Year Old

Estimated Class Size : Any size

Description of Activity : Write these three categories on the board or flip chart: 1) social-emotional, 2) Mental, 3) Motor. Discuss what each of these categories means. When everyone understands the categories they will be thinking about, break students into small groups. One group describe a three year old, one group a four year old, one group a five year old (describe expected development in each of the three areas). If you have enough students for more that one group per age, have the groups work separately. Within that group have them describe their age category. Have them record their descriptions. Report back to the large group. Add together any reports for the same age group.

Students may say they do not have a three year old or four year old or five year old, ask them to think of a child they do know of this age.

Distribute the handouts for each age group. Have students read the handout for their age group. Talk about what the similarities and differences between the handouts and their reports. Talk about what could cause these differences (range of development, limited exposure, etc.).

Possible writing assignments or homework assignments:
Ask them if they agree with the descriptions. Explain.
In what way do they disagree. Why do they think they disagree.

Discuss developmentally appropriate ways for parents to support the growth and development of a child in each age group.

GUIDELINES FOR DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmental appropriateness involves age appropriateness and individual appropriateness.

A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional social, and cognitive through an integrated approach.

B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interests and developmental progress.

C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.

D. Learning activities and materials should be concrete, real, and relevant to the lives of young children.

E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.

F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, Sue Bredekamp, editor, 1987,
National Association for the Education of Young Children,
1834 Connecticut Ave., NW, Washington, D.C. 20009-5786
$5.00 (Order #224)

(This book includes sections on 4 and 5 year old children, and the primary grades, listing appropriate practice and inappropriate practice in easily read columns.)

A WORD PICTURE OF THREE-YEAR-OLDS

Social-Emotional Development

Imitates
Aware of playmate
Plays "animals"
Beginning to side-by-side play
Beginning to share and take turns
Enjoys being with adults

Wants to please adults, to conform
Does things on "spur of the moment"
Goes after what she/he wants, fights for it
Jealous
Often gets frustrated
Talks about non-present situations
Often acts independent
Outgoing, energetic, very talkative
Likes surprises
Lively humor--(mixed identities, incongruities)
Says "Me, too" a lot
Alternates feet in stair-climbing

Motor Development

Body looks well-balanced
Walks erect
Quick
Does things with energy and purpose
Gallops in high, wide steps; enjoys rhythm
Rides a tricycle
Puts on, takes off coats with some help
May substitute some sounds in speech: "w" for "r", etc.
Some finger control in handling small objects

Mental Development

"Here and now" is what's important
Can make simple choices
Excited, curious
Understands numbers: "one" and "two"
Puts words into action
Understands: "It's time to –"
Tries new words
Moves and talks at the same time
Understands "biggest
Attention span: 4-8 minutes (on the average)
Can carry liquids
Vocabulary: 800-900 words
Names and matches simple colors
Understands 2 directions at a time
Hard to do two things at once: eat and talk
Uses more pronouns and prepositions
May see some cause-effect relationship
"Is that all right?" used a lot
Lively imagination
Very talkative, with or without a listener

A WORD PICTURE OF FOUR-YEAR-OLDS

Social-Emotional Development

Likes to brag and be bossy
Hits, grabs for what she/he wants
Can play well with 2 or 3 others
Covers up unsureness with acting brave and bold
impatient and intolerant in large groups
Loves to tease, to outwit
Terrific humor, nonsense-loving, silly
Often makes up excuses
Assertive
Can be explosive; destructive
Insists on what she/he wants
Resistant; tests rules
Easily excitable, goes "out-of-bounds"
Is a show-off, cocky, noisy

Motor Development

A longer, leaner body-build
Busy, active
A "worker" – builds, drives, pilots
Accurate, but bold in body movements
Enjoys silly words, rhymes that don't mean anything
Can jump about own height, land upright
Throws large ball, kicks with some accuracy
Can't set limits–active until exhausted
Sureness and control in finger-hand activities
Dresses self
Acrobatic

Mental Development

Has many ideas
Likes many materials to play with
Accepts changes if told ahead of time
Uses simple props in play
Understands simple reasons for things
Recognizes today, tomorrow
Has a strong drive to learn
Calls people names
Confuses fact and fantasy
Learning to understand life and death
Discovers shapes while using materials
Able to talk and solve conflicts
Likes to experiment, may not be neat
Knows which of two is bigger
Makes shapes and drawings; is constructive
Attention span: 8-12 minutes

Greets people with "Hey", or "You know what?"
Begins to make connections between things (may be incorrect)
Aware of ages and birthdays
Can do two things at once
Has concept of "three" but can name more numbers
Tells tall tales
Vocabulary about 1500 words
Comments, criticizes, compares
Often argues
Uses "bathroom words", swears

A WORD PICTURE OF FIVE-YEAR-OLDS

Social-Emotional Development

Likes to do things the same way, over and over
Talks about home, own things, may tell family secrets
Becoming self-confident
Accepts and respects authority, will ask permission
Likes to visit, is sociable
Copies adult behavior–acts grown-up
Aware of rules, tells them to others
Plays in groups of two to five children
Enjoys group play, circle games
More controllable than at 4
Aware sex differences of playmates
May get high, wild
Silly, giggling
May do some sex play
Sensitive to ridicule
Feelings get hurt
Likes to be with adults
Doesn't like to give up
Has to be right
Growing competitiveness
Enjoys pointless riddles and jokes

Motor Development

Enjoys activities using hands
Enjoys jumping, running, doing stunts and catching a ball
Able to skip on both feet
Likes dancing–is rhythmic, graceful
Well coordinated
Can sit still for short periods
Can use simple tools
Moves like adult-like when throwing
Learning how to tie
Can draw a person
Sometimes roughhouses, fights

Mental Development

Likes to be busy making "something", industrious
Curious about everything
Makes a plan before starting a project
Seeks information of "how", "why"
Enjoys making up songs, telling own stories
Enjoys short trips into the community
Counts ten objects
Knows own name and address
Can carry-over play interests for more than one day
Talks to get clear on ideas
Assertive in use of language, "I know that"
Self-centered in thinking
Uses complete sentences readily
Likes to show off new knowledge and skills
Dramatizes house-play on realistic level
Uses big words Vocabulary–about 2200 words
Attention span: 12-28 minutes
Tells about familiar objects in terms of their use (broom–sweep)

THIS SECTION HAS A NUMBER OF

IDEAS AND ACTIVATES THAT

SUPPORT THE IDEA OF

PARENTS AND CHILDREN

DISCOVERING

WHO THEY ARE

Topic : Self esteem
Be good to yourself

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handout
BE GOOD TO YOURSELF
AND IMPROVE YOUR SELF-ESTEEM

Estimated Class Size : Any size

Description of Activity : Give students the handout. Have them read it to themselves or with a friend or another classmate.

After everyone has read the handout, talk about it a bit. What did people think? How does this apply to them?

Have everyone make a "BE GOOD TO YOURSELF PLAN". In this plan they should list at least ten ways (and 20 is better) they will be good to themselves this week or this day.

Have students report back in writing or orally or both about how it went.

Did they have to change their plan? Did they add more to it? Did they like it? Did others in their life notice? What did they say?

BE GOOD TO YOURSELF
AND IMPROVE YOUR SELF-ESTEEM

1. Learn something new.
2. Help someone who needs it.
3. Do PRODUCTIVE activities.
4. Enjoy praise for your efforts and successes.
5. Practice listening without judging others.
6. Treat others with honesty and respect.
7. Let others know that you appreciate them.
8. Be aware of your own feelings.
9. Say what you mean. Ask for what you want. Make your needs known.
10. Remind yourself of the things you are and do that you enjoy and are proud of.
11. It's okay to be less than perfect.
12. Take good care of yourself. You are worth it! Eat well. Sleep enough. Exercise some. Have fun.
13. Change the way you look at yourself.
14. Say positive things about yourself - to yourself and others.
15. Write positive notes to yourself and pin them up around the house.
16. Let yourself hear positive comments from others.
17. Choose one thing you don't like about yourself and work on improving it.
18. Give and get more hugs.
19. Improve how you relate to one other person.
20. Every day, congratulate yourself for something you did.
21. Do at least one thing each day for fun—because you want to, or feel like it.
22. Decide what's most important to you, and give it your prime time and energy.
23. Do very few things that you resent or strongly prefer not to do (unless you are convinced it is worth the price you pay).
24. Enjoy the present.

Topic : Self Esteem
"Me Book"

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Basic computer skills 4.5.5, Manage resources 4.7.2
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handout "Me Book"

Estimated Class Size : Any size

Description of Activity : Hand out the directions and the "Me Book" packet. Go over the directions and make sure all students understand the assignment. Set a deadline for date due for each of the 13 assignments (see page 7 ME BOOK DATE DUE SHEET). Record this in the class calendar. Give class time to work on the assignments. Encourage students to do the entire book on the computer and to be creative and to have fun. Show off the books to each other when they are done. You could have the students do short presentations of their completed book or have them all out on display for everyone to see. Pass them around one at a time or some how show them off.

Each assignment can be done by the entire class one at a time and compiled later into the book. If you do this make certain you keep all the pages or that the students keep all their work.

BEST COPY AVAILABLE

"ME" BOOK

Over the next several weeks you will be making a book which will reflect you and your interests. Be thinking of what you would want to do to make the book completely yours. Think about the shape it will be, what color, what symbols for yourself you might put into the book, and how you will decorate it. Make it neat, expressive of you and something you can be proud of.

Each assignment will be graded as you turn it in. Then your ME Book will receive an overall grade equal to the total number of points for each individual assignment. (For instance, if the total number of points for all assignments is 300 points, then the completed ME Book will also be worth an additional 300 points). Each assignment, as it is turned in, will be graded on content, form, attention to the requirements of the assignments, and the usual class requirements for writing assignments (which includes editing and neatness). Your ME Book grade will also be based upon the inclusion of the required items in corrected form.

Because this packet includes all of the details and requirements of the ME Book, it is necessary for you to keep it in a three ring binder and bring it to class daily. As a means of "staying on top of" your assignments, a page has been included with due dates for each assignment. It would be advisable for you to check off each assignment as you turn it in.

Your ME Book must be in ink or typed to receive credit.

You will get your ME Book returned to you so feel free to include photos that you don't want to lose.

AUTOBIOGRAPHIES

Your autobiographies should consist of a minimum of 5 well developed, carefully detailed paragraphs. {Note that a minimum means NO LESS THAN but you can write more.} Normal class writing rules and editing techniques apply to each assignment from the rough draft to the final copy. Each autobiography will be graded when it is turned in. Rules for late assignments apply to the autobiographies as well as other assignments in the ME Book. Your final copies may be returned to you with corrections. **THESE CORRECTIONS NEED TO BE MADE BEFORE YOU PLACE A COPY IN YOUR FINAL "ME BOOK" ALBUM.**

Your autobiographies are the most important part of you ME Book and account for the greatest part of your grade on this project.

Using the following headings here are the topics for writing autobiographies that will be developed in class:

#1 Good Times Remembered

#2 Life's Disappointments

#3 Family History (Past)

#4 Just Reflecting

#5 Looking Forward

#6 (Your choice of topic)

2

WHO AM I? POEM

Write a poem about yourself using the following formula:

Line 1: Your first name
Line 2: Sibling of (name each of your brothers and sisters)
Line 3: Who likes (name three things you like)
Line 4: Who feels sad when (name 3 things that make you sad)
Line 5: Who appreciates (name 3 things you appreciate)
Line 6: Who would like to see (name 3 things you'd like to see)
Line 7: Mother (or Father) of: (name your children)
Line 8: Your last name

****

PICTURE/WORD COLLAGE

Make your picture/word collage on an 8" X 11" piece of paper. Cover it with words and pictures cut from magazines which reflect different aspects of your personality. (If you have magazines at home which you wish to donate to this project, please bring them to school.) Advertisements are generally a good source of wonderful words for this assignment.

****

CHILDHOOD MEMORY

Write about a vivid memory from when you were very young. You might remember a time when you believed in magic, a time you were hurt or very ill, a special time with grandparents/parents, a birthday party, or anything special that will always be with you.

I USED TO BE BUT NOW I AM

Compare your "today" self to your "old" self. Consider your looks then and now, favorite things to do, hobbies, beliefs, fears, likes, , friends, etc. Then write a poem by making at least 6 comparisons using the following form:

I used to be _____
But now I am _____
I used to be _____
But now I am _____

****

RECIPE FOR THE FUTURE

Spend a few minutes browsing through a recipe book. Notice how recipes are written. First, the ingredients are listed with specific amounts for each one. Next, there is a description written for how the ingredients are to be mixed and in what order. Finally, the recipe gives suggestions for serving.

Now write a recipe for your future, as you envision it now. Write it in recipe form, giving specific ingredients and amounts. Describe how they are to be put together and give a serving suggestion. Top it off with a picture of the finished product ... YOU. (Remember that even the best recipes are changed from time to time.)

****

OPTIONS

What in the world is an option? ANYTHING of yours that you wish to include in your book can be considered an option including: Awards, favorite advertisements from magazines, letters from friends, notes, drawings, certificates of achievement, dried flowers, friendship bracelets, projects from the past, etc. If it's meaningful to you, include it! NOTE: All options must include a caption describing the item and an explanation of why you choose to have it in you ME Book.

4

PERSONAL COAT OF ARMS

Make your coat of arms on 8" X 10" paper. A coat of arms should tell things about you, using illustrations only--no words. Your coat of arms should have 4 sections--each one with an illustration which describes something about you. Try to include the answers to some of the following questions in your personal coat of arms:

1. ***What do you regard as your greatest personal achievement to date?***

2. ***What one achievement (already accomplished or yet to be realized) do you wish to be remembered for?***

3. ***What is a personal motto that you live by?***

4. ***What one thing do you feel you do very well?***

5. ***What is something you are striving to become or to be?***

6. ***What hobby is a great source of pride?***

NOTE:

1. You may not use any words

2. Quality of art work does not count for your grade but how you get your ideas across is what does.

3. Use color and try to fill the page with your coat of arms.

5

ME BOOK REQUIREMENTS

ALL ITEMS MUST BE NEATLY COPIED IN INK OR TYPED USING A COMPUTER OR TYPEWRITER AND SPELL-CHECKED & CORRECTED TO RECEIVE CREDIT.

Add the following for a "C"

-Who Am I? Poem
-5 Autobiographies
-Collage of myself
-Personal Coat of Arms
-1 poem by someone else
-5 Illustrations/photos (with captions)
-1 option (with captions)
-1 childhood memory
-1 poem written by you
-1 favorite song (words and name of songwriter)

Add the following for a "B"

All of "C" requirements PLUS:
-1 more autobiography
-1 more option (with captions)
-5 more illustrations/photos (with captions)
-1 "I used to be _____ but now I am _____" poem

Add the following for an "A"

-All of "B" requirements PLUS:
-1 more option (With captions)
-5 more illustrations/photos (With captions)
-1 recipe for the future, or your favorite recipe, or your child's favorite recipe

6

ME BOOK

	DUE DATES
1. Autobiography # 1	_____
2. "Who Am I?" Poem	_____
3. Autobiography # 2	_____
4. Coat of Arms	_____
5. Autobiography 3 #	_____
6. "I Used To Be.."	_____
7. Autobiography # 4	_____
8. Collage	_____
9. Autobiography # 5	_____
10. Childhood Memory	_____
11. Recipe	_____
12. Autobiography # 6	_____
13. Poem written by you	_____

REMEMBER:

Options, poems, pictures, and illustrations need to be collected throughout this project **BY YOU ON YOUR OWN** and will be graded as part of the final project. **DO NOT LEAVE THESE ITEMS TO THE LAST MINUTE.** Without these, your project will be incomplete and will be graded accordingly. ***ALL ITEMS MUST BE NEATLY COPIED IN INK (OR TYPED) AND CORRECTED TO RECEIVE CREDIT.***

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

PARENTS BEING IN CHARGE OF THEIR OWN SELF-ESTEEM

Topic : Feel Better About Self

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Basic computer skills 4.5.5, Manage resources 4.7.2, Monitor performance 4.7.3, Write 4.6.2
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Writing paper and writing tools.
Handouts: INTERPERSONAL WANTS AND NEEDS
Feel Better About Yourself
Ten Commandments for Self-Esteem
Keep a Personal Journal

Estimated Class Size : Any size

Activity One : Have every student do their own Wants and Needs inventory. This should not have to be shared and students should be told that their answers do not have to be shared. If they want to talk about it do so. Also as they are doing the inventory make sure they understand all the vocabulary. After everyone has completed their inventory and thought about their answers give them the "Feel Better About Yourself" assignment.

Activity Two: Have each student do as the directions say in "Feel Better About Yourself". Assign List A, then List B, then List C. Create opportunities for students to talk about their lists and how it is going. Read all the directions and talk about the vocabulary. Make certain students complete List A before beginning List B and complete List B before beginning List C. They will tend to want to hurry the process and it works better if they complete each step along the way.

Activity Three: Keep a Personal Journal
Give students a copy of this handout. Have students journal every day to music or silence for 10 minutes. They can take longer but if they do at least this amount they will notice a difference. I had one student who wrote for almost six months. She wrote about the death of her husband. She also shared her writing with her children. By the time she way finished she and her children had completed their process of grieving and healing was well on the way.

Activity Four: Ten Commandments for Self-Esteem
Have parents read the Commandments. Then ask them to write a plan that includes some ways they can include all or part of these suggestions in their life. Ask students to share ideas of how to implement each one. This can be a writing and/or a discussion assignment.

INTERPERSONAL WANTS AND NEEDS

	I Want Someone To:	very little						very much
1.	Talk to for companionship	1	2	3	4	5	6	7
2.	Eat with	1	2	3	4	5	6	7
3.	Sleep with (without having sex)	1	2	3	4	5	6	7
4.	Have sex with	1	2	3	4	5	6	7
5.	Have fun with	1	2	3	4	5	6	7
6.	Share intimate feeling with	1	2	3	4	5	6	7
7.	Give love and affection to	1	2	3	4	5	6	7
8.	Receive love and affection from	1	2	3	4	5	6	7
9.	Work with	1	2	3	4	5	6	7
10.	Learn from	1	2	3	4	5	6	7
11.	Cuddle me and give me physical strokes	1	2	3	4	5	6	7
12.	Give me ego strokes	1	2	3	4	5	6	7
13.	Go out with	1	2	3	4	5	6	7
14.	Help me be creative	1	2	3	4	5	6	7
15.	Play sports with	1	2	3	4	5	6	7
16.	Go shopping with	1	2	3	4	5	6	7
17.	Help me with tasks that are too big for me	1	2	3	4	5	6	7
18.	Be spiritual with	1	2	3	4	5	6	7
19.	Give me intellectual stimulation	1	2	3	4	5	6	7
20.	Enjoy nature with	1	2	3	4	5	6	7
21.	Encourage me in what I do	1	2	3	4	5	6	7
22.	Commiserate with when I'm sad	1	2	3	4	5	6	7
23.	Help me in my personal growth	1	2	3	4	5	6	7
24.	Travel with	1	2	3	4	5	6	7
25.	Care for me when I'm sick	1	2	3	4	5	6	7
26.	Help me make important decisions	1	2	3	4	5	6	7
27.	Share living space	1	2	3	4	5	6	7
28.	Help me with my children	1	2	3	4	5	6	7
	Others (Write in additional wants)	1	2	3	4	5	6	7

FEEL BETTER ABOUT YOURSELF

Everyone has an ego. You need to have an ego. It takes an ego to comb your hair. It takes an ego to open your front door and go outside and greet the world. It takes an ego to get married and have children. It takes an ego to get out of an unhappy relationship. People with little egos are in bad trouble.

Let me urge you to say, "Thank God I do have an ego." I can issue you a gilt-edged guarantee that you will not be thoughtless, selfish, unfeeling or insensitive to others because you have an ego. On the contrary a healthy ego is one of the best assurances that you will be concerned and caring about others.

Bolstering your ego is a good thing to do. Your ego feelings rest to a large extent on what might be called the "recognition" factor. No matter how meager your circumstances, how long a run of bad luck you've been on, how modestly nature has endowed you, you are unique and should be recognized as being the unique person you are. You are a human being and the only one exactly like you. You are unique and yet so much like other fellow creatures at the same time. You can be proud about yourself and humble about being the only one among so many. In other words, you're one of a kind at the same time that you are on of your kind. You want the world to recognize the first half of that statement and I want you to recognize the second half.

Building your ego, like building an arch, takes some doing. But once you get it built, it's an architectural marvel and it can carry quite a load.

First you have to believe that there are at least some good things about you. Then you can try to make them better. Finally, you can bring yourself up to your best level in those areas and carry the improvement over to other areas.

Start at a place where you feel you have the most solid ground beneath you--a positive and good foundation. Then build upward and outward from what is solid, one stone at a time. One store supports and fortifies the next.

Start by writing a list of things you do well or are good at, or simply like about yourself. No matter how low you feel, you can come up with good things that you like about yourself. No one is going to see this list except you, so now is your chance to admit that you've always thought you have expressive eyes, or a sonorous speaking voice, or a nicely shaped forehead. Or maybe you disco splendidly but never have the chance. Write them down and try not to stop until you reach twenty-five items. Large or small, obvious or subtle, it doesn't matter. I don't even care if you record the fact that you wear down your shoes evenly. If you really put your mind to it, you can do it. Now label this List A. You are the only judge of what gets put on this list--and it must consist of what pleases you. Whether anybody else thinks your selections are valid doesn't count.

Every day I want you to add at least three to five items to this list. Write anything about yourself that your are pleased with. You must continue to add three to five new things every day for three weeks. I promise you that if you do this, before the three weeks are up you will begin to notice an increase in the strength of your good feelings about yourself. You must be sincere, however, and faithful. Don't let a day go by that you don't find good things about yourself.

At the end of three weeks you will be ready to start List B. List B must not be undertaken until after you have completed the three weeks of making List A.

List B is very simple. Just write down one dozen things you have done in your life that gave you a feeling of satisfaction or accomplishment. If you read all of James Joyce's Ulysses and feel that was a accomplishment, then write that on List B. If you graduated from high school or college and you feel that means something, write it down. If you've learned to type or ride a bicycle or say, "May I have the bill?" in French, add them. Then add one more thing to List B every day for three weeks. Okay?

At the end of the second three weeks, look over all of List B and review List A.

Now you will be ready to make List C.

One word of caution. Do not attempt to make List B before List A, or to complete either of them in less than three weeks. If you do, my guarantee of a strong ego arch does not hold.

List C is eight things you want to accomplish but have been afraid you could not. These may be things you have already been working toward or they may include things you have not even thought about. Do not worry about how you will manage to do them--that will come later, after you decide what you really want.

The best way to attain happiness is to decide what you want. Plan how to get it. Work like hell. And then savor your reward to the fullest. View your accomplishments not in terms of how far you still have to go, but of how far you've already come. Once you've made that first little change, it's living proof that change is possible. You don't have to cover a mile at each stride. The tiny space between a negative act and a positive act is an incalculably large distance. Once you set your mind to believing in yourself, the results may amaze you.

It is fine to have a goal and strive toward it. But keep in mind that striving is only a process and that you must remain open and receptive toward new ideas and growth. The newness of anything commands your attention in a very special and very pleasurable way.

For the next three weeks, each day add one new thing you want to do.

If you spend the next nine weeks making your lists, you'll end up on top of the world because if you think of all these positive, likable, desirable things, you'll be spending nine weeks thinking good things about yourself.

Good thoughts and good feelings reinforce each other. The better you feel about you, the better you will function. And the better you will do things which will make you feel better about yourself. You are the only one who can take abstract wisdom or good sense and make it work for you. Nothing will work for you unless you work for it.

By Juliene Berk, Women's Day, March 11, 1980, from the book The Down Comforter: How to Beat Depression and Pull Yourself Out of the Blues.

Keep a Personal Journal

Writing in a journal to yourself is like a friend who is always there, is willing to listen, and can be trusted.

1. Get a notebook to use for your journal.
2. Write in it regularly: daily, weekly, when feeling happy, stressed, depressed, angry.
3. Write when you won't be interrupted. Turn off TV or music. Listen to yourself.
4. Write about what's happening in your life and how you feel about it.
5. Write about your successes, failures, hopes, fears, feelings, dreams.
6. Make lists and plans.
7. Ask yourself questions and answer them:
   What would I like to be doing in 5/10/20 years?
   What can I do today to make that happen?
8. Write down favorite quotes.
9. Paste in cartoons you like.

How a Journal Will Help You

- You will be spending quality time with yourself.
- You will develop and organize your thoughts.
- You can think more objectively and honestly.
- You can look back later and see how much you have grown.
- You can write all of your angry and hurt feelings when you get mad, which helps you feel better and be in better control.

Don't underestimate the power of writing in a journal.
You can make your journal work for you.

Adapted from BHIHRI. January 1987.

Ten Commandments for Self-Esteem

1. Spend "quality time" each day with your children. *This is an opportunity to hear what they did, what is on their minds.*

2. Make positive statements to your children as often as possible. *No one has enough armor to withstand a constant barrage of "no" and "don't."*

3. When disagreements occur, argue only about inaccurate facts or statements. *Remember, everyone has opinions. Sometimes we must agree that we disagree.*

4. Reach out and touch. *Everyone needs it! Everyone wants it! A touch will communicate much more than just words.*

5. Smile! *Be happy around your children.*

6. Allow children to develop responsibility. *Basically, in order to be a responsible family member, one must have responsibility.*

7. Be honest with your children. *Children will undoubtedly learn their response patterns from parents. Honesty also shows children you trust them.*

8. Separate the behavior from the individual. *In problem situations, make certain the child knows the behavior, not the child, is unacceptable.*

9. Deal with here-and-now issues. *Dredging up the past may serve to further block communication within the family.*

10. Work on your own positive self-esteem. *Happy, well-adjusted human beings who genuinely care for others make excellent parents.*

Source: Family Connection.SC

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

PARENTS AS THE FIRST TEACHERS OF THEIR CHILDREN

Topic : What Parents Can do to Help Children

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Basic computer skills 4.5.5, Manage resources 4.7.2, Resolve differences 4.8.6
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handout: What Parents Can do to Help Children

Estimated Class Size : Any size

Description of Activity : Divide the class into groups. Assign or have them pick one of the 8 areas to work on. If your class is small everyone can do them all. You can have groups of two or three work on two or three of the areas.

Have each group read and talk about the ideas mentioned. Have them write down some ideas of how they can implement these ideas for different age groups of children. Ages can be grouped by the children of your students or you can assign age groups. Some age groupings might be:

Birth to 6 months
7 months to 13 months
14 months to 18 months
19 months 24 months
2 years to 3 years
3 years to 4 years
4 and 5 year olds
6 and 7 year olds
8, 9, 10 year olds
11, 12, 13 year olds
14, 15 year olds
16, 17 year olds
18, 19, 20 year olds

Have the students be very specific. For example, what are the rules for a 14 month old in comparison with a 14 year old? They should write down the rules.

What Parents Can Do To Help Children

1. What you expect should fit the child's age.
   - Have simple rules that help children learn to trust adults and themselves.
   - All young children are selfish, so have enough toys, snacks, etc. As they grow older, they will become more generous if adults have been generous with them.
   - Toilet training takes time and patience to learn. Don't start too early. Treat accidents calmly and matter-of-factly.
   - Babies' needs should be met right away, so they learn to trust us.

2. Respect children's feelings.
   - Children learn from you how to express emotions in okay ways.
   - Don't ignore, punish or laugh at children's emotions.
   - Respecting their emotions helps children feel good about themselves.
   - Try to figure out <u>why</u> the child is feeling or acting that way.

3. Make places safe for children.
   - Put away dangerous, breakable or things that cost a lot until they are older.
   - Teach children how to treat pets, plants, etc. Show them and tell them how.
   - Praise children for good behavior often.

4. Provide a strong sense of security.
   - Don't tease about thumb-sucking, being afraid of the dark or needing a favorite blanket, etc.
   - Help everyone in the family to show respect for each person.
   - Listen to and cuddle with your young child when they need it.

5. Have faith in your child.
    - Let them do for themselves when possible: put on own coat, spread peanut butter, feed themselves, make their own pictures. We feel good when we can do things ourselves.
    - Offer safe ways so children can help themselves: plastic glasses, low stool by the sink, etc.
    - Don't criticize them when they try.

6. Give children choices that match their age and ability.
    - Start early with choices: shall we read this book or this one? For snack, do you want a banana or an apple?
    - Choices help children learn to make decisions and to feel like they are in control.
    - Give children more and bigger choices as they get older.

7. Be clear about what behaviors are okay and what isn't okay.
    - If the rules change, children are confused, and they may try things to test what the rules really are.
    - When children test rules, give short calm replies: "No, you can't touch the stove. It's hot and could hurt you."
    - Be sure the rules make sense (have a real reason) for the child's age.

8. Show children often that you like them, are proud of them, are interested in them.
    - Tell them.
    - Show them (smiles, pat on the back, etc.).
    - Showing affection helps children grow.
    - Your support is what children want and need.

Adapted from "Learn and Love" by A. Honig, NAEYC

Topic : Home Your Child's First School

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Basic computer skills 4.5.5, Manage resources 4.7.2, Resolve differences 4.8.6
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handout: Home—Your Child's First School

Estimated Class Size : Any size

Description of Activity : Have students read and talk about this article. Have them write or talk about what they learned from their own homes when they were very young. Be prepared for negatives as well as positives. Ask them, "What is the first book you recall reading or having read to you?"

Have them think and talk about how they would have changed their home if they could have. What are some things they would like to do differently for and with their children.

This could extend into a discussion and goal writing exercise. Have them be as specific as they can.

You make your own life.

Home—Your Child's First School

You are your child's first teacher. Your child will learn more in the first five years than at any other time. Getting your child ready to read begins at home, as does the child's outlook on life. You can make a big difference in your child's life.

At home, there are fewer people than at school, so you can spend one-on-one time with your child. Things you have around home can be useful in your child's learning: books, magazines, tapes, television, clocks, measuring spoons, gardens, pets. Children can learn on trips to the store, bank, post office, park. Listen to your child, and answer questions to help learning.

Learning to use muscles is important for young children. Large muscles develop before small ones. Give your child activities to help make muscles strong, activities that require squeezing, pulling, pushing, stacking, pounding, lifting, balancing, throwing, steering, carrying, climbing, taking apart, putting together. Large and small muscles need to develop so your child will be ready to learn to read.

Babies learn a lot during their first year. Help them be curious and learn by giving them time and things they can touch, taste, smell, see and hear. Let your child try out many common, clean things you have around the house.

Children learn to speak at home by what they hear. So talk to your child lovingly, speak clearly and naturally, listen, read to them, don't laugh at our use baby talk. Dolls and dress-up clothes often get children to talk. Talk about what you are doing and what is happening. Encourage children to ask questions and tell about what is seen.

Listening is an important part of learning to talk. Help your child to listen for and repeat sounds you hear in your home, your yard, your car. Tapes and reading stories help children learn to listen. Children should be saying words by 18 months and using sentences by age three.

Help children learn to see what is alike and different in pictures, shapes, things around home. Point out what signs say: stop, McDonald's, Cheerios, etc. You have to be able to tell differences in letters and words in order to learn to read.

For your child to be confident, he or she needs to feel loved, wanted and accepted. Confident children will take risks, try new things, and solve problems easier. Don't push children to read too soon.

Start reading to children when they are born and certainly by the age of three or four months. Hold your child, look at the pictures and talk about them. Have a daily reading time. Be ready to read the same book over and over. Babies love books with big bright pictures of things they know about. One or two year olds love to name what the picture is. Two and three year olds love nursery rhymes and chants. Three to five year olds like real and pretend stories. Use the library.

Good luck, teacher. You have an important job!

Adapted from International Reading Association pamphlet.

Topic : Parent and Child Fall Festival

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Manage resources 4.7.2, Resolve differences 4.8.6, Motivating others 4.8.5
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handout: Parent-Child Fall Festival
Each activity has different materials needed so your material list will depend upon which activities you decide to do.

Estimated Class Size : Parents and children together. Parents could do these at home and report back to class. If parents and children are coming together, you will need enough space to work and move around such as a large classroom or a gym.

Description of Activity : This activity was designed to encourage parents and children to come to an evening or time of fun and enjoyment. It could be the theme of a fall open house. It would be easy to change to theme to a winter season or spring season festival.

Parent-Child Fall Festival

Various activities are arranged around the room, with picture recipes or directions clearly posted. Most tables had some small chairs at them. Trash cans are near each activity where needed.

1. **Name tag** table by the entrance. Can have leaf shapes cut out, or pumpkins, etc. with felt pens.

2. **Fruit salad**: Take a paper cup. Spoon in prepared, cut-up fruit each in own large bowl—grapes, oranges, bananas, apples. Provide plastic spoons.

3. **Apple juice**: Small pitchers of apple juice with small paper cups and napkins.

4. **Pumpkin pudding**: A cut open pumpkin was on display. In a mixing bowl with a spout put:
   1/2 cup canned pumpkin
   1 pkg. instant vanilla pudding
   2 1/2 cup milk
   dash of cinnamon

   Mix it with a hand egg beater. Pour it into small cups. Provide spoons.

5. **Popcorn**: A clean sheet is on the floor. Air popcorn popper is in the middle, with the top off. Children sit around the popper with paper cups to catch popcorn in, as it pops. Nearby: ears of popcorn and a bowl for people to take corn off the cob to pop.

6. **Big plastic tubs** on low tables:
   1. pinto beans.
   2. wheat berries.
   3. cornmeal (with large marbles in it).

7. **Turkey**: Big paper turkey body is on the wall. Provide construction paper, scissors, felt pens and tape to make turkey tail feathers.

8. **Corn muffins:** Provide a large bowl of water and a large bowl of corn muffin mix. Write your name on a Styrofoam cup. Measure 4 Tbs. and 1 Tbs. water into the cup. Stir it. cook in microwave 1 minute on high power. Serve it with the plastic spoon you stirred it with.

9. **Hand food grinder**: Grind wheat berries.

10. **Necklace**: Provide Fruit Loops in a big shallow pan with 1/2 cup measure, and pre-cut yarn with taped end. Measure 1/2 cup fruit loops into individual Styrofoam meat trays. Choose a yarn and thread a necklace.

11. **Shaker**: Decorate a small paper plate with felt pens. Put a few dried beans in it. Top it with a second paper plate. Provide short lengths of colorful yarn to stick out. Staple the plates together.

12. **Buttermaking**: Provide whipping cream and small Tupperware containers with lids. Shake it until it is butter. Provide a bowl to pour whey into, a small dish for the butter, plastic knives and napkins. Locate this next to the corn muffin table.

13. **Headbands**: Provide pre-cut construction paper strips, felt pens, glue, collage materials, stapler to fasten overlapped ends together. (Do **not** present this activity as "Indian headbands".) Another option: newspapers to fold into hats. If you are doing a Spring Festival the headband could have flowers attached.

14. **Caramel apples**: Put an apple slice on a small paper plate with your name on it. Cover with a thin piece of pre-cut caramel. Microwave 10-15 seconds.

Topic : Why blocks

Competencies : Consumer Economics: Understand care and use of personal possessions 1.7, Interpret maps 1.9.4
Community Resources: Use leisure time 2.6
Health: Identify practices that promote mental and physical well-being 3.5.8, 3.5.9
Employment: Ability to resolve problems 4.5.7, Work cooperatively 4.8.1, Recognize differing points of view 4.8.6, Demonstrate how system's structures relate to its goals 4.9.2
Computation: Use linear measurement 6.6.2, Area and volume 6.6.3, Spatial relationships 6.6.8, Graphs 6.7
Learning to Learn: Thinking skills 7.2, Problem solving 7.3

Materials Needed : Handout: Why Blocks?
Writing materials
Blocks of all sizes and shapes.

Estimated Class Size : Any size

Description of Activity : Think of this as an introduction to applied geometry if you need to justify the activity to yourself or your students. I have found that my students will follow my lead, so if I say "We're going to play with blocks!" they just do it.

Play with blocks. Assign teams. Have two students think of something they want to build then build it without talking to their partner. Let them work for a few minutes. Ask them how they figured out what each wanted to build. Did they work on it cooperatively or did each just make their own structure.

Now have them decide together what they would like to build and talk while they are building it. What differences did they notice? Which method did they prefer?

Ask students to build structures of some geometric solid shape (you choose). Do they know what this shape is? Wee they able to build it with the blocks they have? How would they need to alter the blocks to build this shape? Where in life have they seen structures with this shape?

Have student read the handout. Assignment: play blocks with your child.

Why Blocks?

Children use blocks to show what they think, feel and understand.

When children use blocks to stand for a store, a house, a road, it is an early step to building math, reading and writing skills. In order to read, write and do math, kids must be able to use numbers, letters and words to stand for amounts and things and ideas.

Blocks help children learn about balance, why things do or don't fall down easily, space and size. Blocks teach about math: length, area, number, volume.

Children learn to talk to each other while building: to plan, to share, to use space and materials, to imagine, to take turns.

Block play teaches children many things. Give them blocks, space and time to use them.

Adapted from H. Curraro in Child Care.

Topic : Math

This guide does not include very many math ideas and yet I try to include math every day in my parenting and adult basic education classes. Math is such an area of non-confront and fear for most of the parents that it needs regular attention, lots of humor, and no option to leave it out because parents are not comfortable.

Helping parents to help their own children with math problems from school can be a topic within itself.

Competencies : Employment: Develop new systems 4.9.4
Computation: Use expressions, whole numbers, data from graphs 6.0
Health: Child rearing practices 3.5.7
Consumer Economics: Family budgets 1.5

Materials Needed : Resources: Math Their Way, Family Math
Manipulatives from an early childhood or adult education room.

Handout: Math--How to Help Your Family

Estimated Class Size : Any size

Description of Activity : Have student read Math--How to Help Your Family within a small group of three or four people. Within that group have them discuss some ways they can implement each of the six suggestions into their family. Have them present their ideas to the class as a whole.

Additional activities: Do some of the activities in Math Their Way or Family Math. These books both have ideas that can e done on multiple skill levels.

Bring in or borrow some math games and have students play them in class.

Discuss how each could be adapted for different ages of children.

What questions could parents ask their children to help them think and become problem solvers.

Math — How to Help Your Family

Half of us fear math. This fear sometimes makes us unable to solve a math problem, even when we really know how to do the problem. Women fear math more than men.

Fear of math begins when you don't know how to do a math problem, which then leads you to feel insecure and not confident in yourself. Next, you are likely to not take math classes and you use math less and less. You may end up avoiding math all your life.

The problem is not you; it is often the boring way that math is taught in school. Your family's attitude may also add to your fear of doing okay in math. Families tend to expect girls to do poorly at math.

Math is important in our daily life, and should be taught as something useful to us.

Here are some ideas on how to help your children overcome fear of math.

1. Start young. Tell your children when you are using math everyday: to measure when cooking, to take a temperature when someone is sick, to know how much change you should get back in a store, etc.

2. Play family games that include math. Many card games use counting, sorting, adding and planning.

3. Give your children the idea that everyone can learn math, the same as they can learn how to read and write. Everyone learns at different speeds, but everyone can learn. Math isn't different or harder than other things.

4. Encourage your children's interest and excitement in computers, medicine and other math-related careers.

5. Buy games and creative projects that have math and problem-solving in them.

6. Let children help with everyday math problems. Examples: let them figure out how much 6 hamburgers will cost, how much change we will get back, how many miles per gallon the car gets, how much 5 gallons of gas will cost, how much of each thing we will need if we double a recipe, how much it will cost to rent three videos, what time to go to bed and get up in order to get nine hours of sleep and get to school on time.

Many people have trouble with math, but parents can help children and themselves to be interested in, not worried, by math.

(Adapted from GNS Education Column, Cincinnati Enquirer newspaper, 1991.)

What Is a Grandmother?

A Grandmother is a lady who has no children of her own.
She likes other people's little girls and boys.
A Grandfather is a man Grandmother. He goes for walks
with the boys and they talk about fishing and stuff like that.

Grandmothers don't have to do anything except be there.
They're old so they shouldn't play hard or run.
It's enough if they drive us to the market where the
pretend horse is and have lots of dimes ready.

Or if they take us for walks, they should
slow down past things like pretty leaves and caterpillars.
They should never say hurry up.

Grandmothers are usually fat,
but not too fat to tie your shoe.
They wear glasses and funny underwear.
They can take their teeth and gums off.
Grandmothers don't have to be smart; only answer
questions like why
isn't God married and why do dogs chase cats.

Everybody should try to have a Grandmother, especially if
you don't have television, because they are the only
grown-ups who have time.

written by a Third Grade Girl

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

PARENTS AS THE FIRST TEACHERS OF THEIR CHILDREN

Topic: The trouble with television

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Manage resources 4.7.2, Resolve differences 4.8.6, Motivating others 4.8.5
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handout: The Trouble With Television
A few Television viewing guides.

Estimated Class Size : Any size

Description of Activity : Have students read the article.
For each of the 8 items, have the students share a time this happened in their family. How did it make them feel? What can they do it about it? These can be written discussions and/or oral discussions.

There will be a lot of disagreement about what is a "good" program compared to a "bad" program. .

Have students list what they want their children to learn from watching television. Then ask your students what they watch on television. "Days of Our Lives" may come up as one of their primary choices. Ask them which of their own family's values this program supports.

This process can also be approached by asking them to assess the choices available on television during the hours their children are watching. How mush of it is violence, drugs, sex, etc. Tie this to what they said they wanted their children to learn from television.

Have students list all the things their children could be doing while they are watching television. Television takes time, what are children giving up in order to sit there?

Follow-up: Have students write letters to television networks requesting programs that are appropriate for family viewing.

The Trouble With Television

Picture a television here.
All this empty space is
your child's mind.

TV has a negative effect on kids and families.

1. Prevents talks, games, arguments, celebrations that are needed to help children learn about getting along with others.
2. Competes with all other activities because it is easier and makes other activities seem less enjoyable (like taking walks, playing games, reading).
3. Allows kids to grow up less civilized, less able to think of what's best in the long run, less likely to see parents as having some authority.
4. Takes the place of play, so kids don't learn about other interests, skills and sense of doing or making something.
5. Makes kids less able to keep themselves busy. They don't explore, invent, imagine, play or learn as much.
6. Has a bad effect on kids' physical fitness. "TV kids" are likely to be overweight; they eat more and exercise less.
7. Has a bad effect on how kids do at school. "TV kids" don't read as well, do worse on tests, do less homework.
8. May become a habit or addiction. Too much TV can be bad for family life and relationships: people talk to and listen to each other less, keeps people from doing things together or learning, often makes people feel depressed.

Adapted from *Unplugging the Plug-In Drug* by M. Winn, Penguin Books

Topic : How can I get my child to talk more

Competencies : Learning to Learn: Identify constructive ways to adapt 7.5.7, Ways to accommodate family and work responsibilities 7.5.5, Develop strategies for a positive attitude 7.5.2, Identify personal values 7.5.1
Government and Law: Communicate ones opinion 5.1.6
Employment: Appropriate behavior to get a job 4.1.7, Effective communication skills 4.8.3, Effective multi-cultural approaches 4.8.7, Keyboarding 4.5.2, Respond to criticism 4.6.1, Manage resources 4.7.2, Resolve differences 4.8.6, Motivating others 4.8.5
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9 Develop parenting practices 3.5.7

Materials Needed : Handouts: How Can I Get My Child to Talk More?
Talk To Your Child

Estimated Class Size : Any size

Description of Activity : Some parents will say they do not want their child to talk any more. That all their questions are making them "crazy". There may need to be some instruction and discussion about the relationship between a large vocabulary and success with reading, the process of knowledge acquisition for children, etc.

Have parents read both of these articles.

Have parents role play listening to their child.

Assign these two steps as homework and ask parents to report back about how it went.

Have students brainstorm ways to increase their child's vocabulary.

How Can I Get My Child to Talk More?

Some children seem to like to talk a lot. Others may use words less, or may not talk to everyone. They may use gestures more than words.

To encourage children to talk, first show that you are listening.

1. Repeat the child's words exactly. That shows that you think their words are important. Repeat the words loudly, softly, high and low pitch, and with gestures. Wait for the child's next remark by looking interested. Imitate again.

2. Add just a little bit more to what the child said.
   Child: "Car."
   Adult: "That car goes fast," or "Here are two cars."
   Children will learn more and learn correct speech ion this way. You are helping to add to the child's meaning by adding information and ideas.

Do activities like this a lot when you are with your child. Try it. You will both like it.

Adapted from Julie Dunn in The Early Childhood Connection, Fall 1991.

Talk to Your Child

Moms and Dads who talk more to their one and two-year-old children have kids with a bigger number of words they understand and use.

A study showed that at age two, a child whose mother talks to her/him a lot may know 300 more words than a child whose mom talks to her child very little. By school age, this difference can be huge.

Children have a natural urge to learn words. Parents who talk to their children are very important teachers and can help their children do better in school.

The study shows that girls tend to learn words faster than boys before age two, because girls tend to mature faster.

So talk to your children a lot, every day! Describe what you see and what you and they are doing and wearing, for example. Speak clearly in your natural voice and normal volume. You will be giving your child a big gift and helping her/him succeed in school.

(Adapted from Malcolm Ritter, Associated Press)

Topic : Helping Infants and Toddlers Read

Competencies : Basic Communication: Non-verbal behavior 0.1.1, appropriate language 0.1.2, Influence 0.1.3, 0.1.4, Personal information 0.2.4
Employment: Identify mental well-being practices 3.5.8, 3.5.9
Transfer skills learned 4.4.7, Learning from others 4.8.2, Multi-cultural approaches 4.8.7
Learning to Learn: Achieve goals 7.1.2, Motivation 7.1.3, Organization 7.1.4
Use thinking skills 7.2.3, Generate ideas 7.2.6, Problem solving 7.3.4
Positive attitudes 7.5.2, Identify ways to accommodate responsibilities 7.5.5

Materials Needed : Books in the home. An infant or toddler to work with.
Handout
"Helping Infants and Toddlers Learn About Reading"

Estimated Class Size : For groups of any size.

Description of Activity : This is an activity to help parents appreciate the small things they can do daily that contribute to their child's reading.

1. Read this Article.
2. Talk about the article with at least one other person.
3. Make a plan together to do at least one of the activities suggested in the article.
4. Write down your plan.
5. Do the activity with the infant or toddler.
6. Write down how it went.
   Did you and the child enjoy yourselves?
   What did you learn about yourself?
   What did you learn about the child?
7. What will you do next time you work with this child?

Helping Infants and Toddlers Learn About Reading

Children need many experiences with printed material and how it is used in life. Children learn from everything they see and do.

For Babies:

Talk to your baby. It is the basis for reading.
Talk to baby while playing, bathing, changing diapers.
Sing to your baby.
Look at simple, bright pictures with baby.
Read or say nursery rhymes.
Name and point to pictures in books.
  Then ask, "Where's the teddy bear?" etc.
  Later ask, "What is that?"
Play Pat-a-Cake, Peek-a-Boo, This Little Piggy.
Talk to your baby in the car, grocery store, etc.
At about one year, children can scribble.

For Toddlers:

Use clear language, not baby talk.
Read to them before nap or bedtime.
They like books and rhymes repeated over and over.
Let them draw and scribble with watercolor markers.
Get magnetic plastic letters for the refrigerator.
Take your toddler to the library to choose books.
Go on little trips—to see puppies, feed ducks, splash in a fountain.
Send the child's scribbles to Grandma.
Read letters received out loud.

Adapted from "Helping Children Learn About Reading," by J. Schickedanz, NAEYC.

Topic : Helping Young Children Learn About Reading

Competencies : Communication: Appropriate non-verbal behavior 0.1.1, Use language 0.1.2, Persuade 0.1.3, Use social language 0.1.4, Converse about personal interests 0.2.4
Consumer Economics: Identify common food items 1.3.8
Health: Practices that promote mental and physical well-being 3.5.8, 3.5.9
Community Resources: Use library 2.5.6
Employment: Transfer skills 4.4.7, Learn from others 4.8.2, Respect cultural diversity 4.8.7
Learning to Learn: Prioritizing tasks 7.1.2, Demonstrate motivation 7.1.3, Maintain a system 7.1.4, Make comparisons 7.2.3, Generate ideas 7.2.6, Use problem solving strategies 7.3.4, Develop positive attitudes 7.5.2, Identify personal and family responsibilities 7.5.5

Materials Needed : Books in the home. A child to work with.
Handouts
"Helping Young Children Learn About Reading"
"Reading Tips for Young Children"
"Ready, Set, Read"
"Ways to Promote Reading at Home"

Estimated Class Size : For groups of any size.

Description of Activity : This is an activity to help parents appreciate the many varied activities they can do daily that contribute to their child's reading.

1. Read these articles.
2. Talk about them with some other parents.
3. Make a plan together to do at least ten of these activities suggested in the articles.
4. Write down your choice and number them 1 ,2, 3. . .10.
5. Do the activities with the child.
6. Write down how each activity went. Did you and the child enjoy yourselves. What did you learn about yourself? What did you learn about the child? How did you adapt the activities for your situation?
7. What will you do next time you work with this child?
8. Share your activities and adaptations with your group.

Ways to Promote Reading at Home

1. Read yourself (newspapers, magazines, books). "Actions speak louder than words."

2. Have your kids read for fun every day. Reading gets better with practice.

3. Go to the library regularly with your children.

4. Read aloud to your kids; start when they are babies. Have a regular time to read to them (maybe at bedtime or after dinner). Even ten minutes a day will help. Keep reading aloud, even to your older kids. Read books you like.

5. Play a newspaper game. Give each child a newspaper, scissors and a list of things to find, like:
   a map
   picture of a favorite athlete
   temperature of a city where a relative lives
   three words beginning with "w"
   a movie that is on today.

6. Give books as gifts. Have a place to store them at home.

7. Use reading as a reward. Say, "You can stay up 15 minutes later tonight if you are reading in bed." or "Because you help with the dishes, I have some extra time to read to you."

8. Ask you children to read to you. Have them tell you about books they have read. Have a relative read to them.

Reading Tips for Young Children

Parents who read aloud to young children teach them the power of words and the value of reading. Here are some tips to enhance story time for parents and children:

1. ***Remember the "snugly" factor.***
   The coziness of story time enables the child to associate warm feelings with the experience of reading.

2. ***Choose books that reflect anti-bias values.***
   Early exposure to diversity and equality will help your child learn to accept and appreciate differences in others.

3. ***Look over each book beforehand.***
   Check to see that there aren't too many words on a page. Be familiar with the words and the story.

4. ***Try to match your reading to your child's mood and comfort.***
   If a story is interesting but a child is getting restless, suggest finishing another time. If the child is involved, stop during the reading to talk about the story.

5. ***Ask questions that call for a variety of responses.***
   Inspire your child to use his or her imagination and thinking skills. You might ask, "what are some ways we could make this story end?"

6. ***Remember a child's relationship with books and reading changes with age and development.***
   Many toddlers enjoy board books with a word or two on each page and clear, logical illustrations. As children get older they begin to recognize specific characters and remember them even when the book isn't around. Gradually, children are ready for longer sitting times and longer stories.

—from Competence,
CDA Newsletter
March 1991

READY, SET, READ!

Reading with your child everyday can make a world of difference. Reading is a skill we need all through life.

Children must first learn to recognize the shapes that are alphabet letters, to see similarities and differences. The alphabet stands for sounds. Here are some games to help your child get ready to learn to read.

1. Cut out pairs of paper circles, rectangles, squares and triangles. Put a shape on the table and ask your child to find one exactly like it. Then do the same with upper-case letters to match, then lower-case. Start out with a few letters so children can be successful. Add more letters later.

2. Help your child see and name shapes in your house: circles in plates, rectangles that are doors, etc.

3. Children must be able to listen in order to read. Be quiet for 30 seconds. Then ask your child what she heard: a car going by, children yelling, a door closing (for instance).

4. Ask your child to close his eyes and tell you what sounds you are making: keys jangling, water running, tongue clicking and so on. Now let your child make sounds and you guess.

5. Tap out rhythms with a spoon on the table and ask your child to tap it back to you. Start with slower, easier ones. Make them loud or soft, slow or fast.

6. Play rhyming games. "Ball, tall, fall. Which one bounces?" "I see something on the table that rhymes with fish," "What's a word that rhymes with sock?" and so on.

7. When you are in the car or at the store, point out letter sounds in signs, like S in stop, school, or B in bank, bus.

Adapted from Dorothy Rich in Family Circle, February 1989.

Helping Young Children Learn About Reading

Parents have been teaching children about reading from the time they were born...at the grocery store, from reading signs, and playing with language and words.

Children who become good readers have seen their parents reading for fun and to learn. Reading should be a part of home life.

For Preschoolers:

1. Let them say familiar stories along with you, or "read" a picture book to you.
2. Read old favorite books to the child, and read new ones.
3. Let your child help select groceries when you shop. Talk about size, color, and what the label says.
4. Let your child help cook. They can get things, stir and pour while you read the recipe.
5. Read what's on the box, cup, place mat, etc. when you eat out.
6. Take books in the car, or for when you may have to wait quietly.
7. Play simple card games and board games. Read the directions, point out words. Don't expect them to play perfectly. Playing is important—winning or losing isn't so important.
8. At age four or five, point out words or letters and help children find them.
9. Let the children make greeting cards. You can write on them.
10. Help them learn to recognize their name.
11. Provide paper and pens and crayons for your child to use.
12. Encourage play with magnetic letters on the refrigerator.
13. Read to and with your children, even after they learn to read.
14. Check out books from the library regularly.
15. Turn off the TV for a family quiet hour for writing, reading, homework.
16. Write down stories dictated by your child. Have them draw pictures and make books.
17. Play word games with your children—Scrabble, Boggle, crossword puzzles.

Adapted from "Helping Children Learn About Reading," by J. Schickedanz, NAEYC

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

Health
and
Nutrition

Topic : Health

Competencies : Health: Understand the basic principles of health maintenance 3.5, Develop parenting skills 3.5.7, Practices that promote physical well-being 3.5.9
Employment: Understand basic principles of getting a job 4.1
Learning to Learn: Problem solving, personal management 7.3, 7.5

Materials Needed : Handout: Baby Bottle Mouth Cavities
War On Germs!
Book: Those mean, ugly, dirty, downright disgusting , bad, invisible germs! by Judith Rice

Estimated Class Size : Any size

Description of Activity : There are often low-cost dental services available in your area. Have students locate these and refer each other to good care. Often dental hospitals or dentists and hygienists will come and speak to your group. They can bring tooth brushes and teach children and parents how to brush and floss.

Have a pediatrician come and talk about the development of the ear canal and how putting children to bed with a bottle relates to ear infections and why.

Watch the Video "Outbreak" and discuss how these viruses were transmitted.

Read aloud to the parents the Judith Rice book Those mean, ugly, dirty, downright disgusting , bad, invisible germs! Discuss how this book can be used to help children and adults remember the importance of washing their hands.

Take a field trip to a local science or electronics laboratory. Have the employees talk about the methods they use to control germs and the environment.

Talk to a computer buff about computer viruses. How are they similar to a biological virus?

You could do a study of the diseases of the globe. Why are these diseases most prevalent in that particular area?

Baby Bottle Mouth Cavities

When parents let babies suck bottles of milk and juice at night when they are past one year old, babies often have soft and decayed teeth.

Fixing these teeth is expensive, hard to do, and scary for young children.

The teeth on the top in the front and sides have the most decay. The sugars in the milk or juice (especially apple juice) and the bacteria in the mouth cause the tooth decay because babies fall asleep with the bottle and don't swallow.

Other things that cause cavities in babies are feeding them crackers at bedtime or just before bedtime. Some sweet medicines can make cavities too, if they are taken several times a day for many days.

Between 10-12 months of age, parents can feed the baby before putting her to bed. Babies who really want a bottle can be given water to drink in their bottle. It is better to say, "I know you want your bottle, but it is time to put it away." Be firm, but not angry. You can try giving the baby a soft animal to take to bed instead of a bottle.

Children with bad teeth may be restless, cranky or eat poorly. Decaying teeth hurt! In a recent study, every child with badly decayed teeth had been given a bedtime bottle past the age of one year.

For your baby's health, be strong and confident when you don't allow bedtime bottles of milk or juice for your baby who is 10 months old or older.

Adapted from Melba Rabinowitz

War on Germs!

Germs are often spread by people who don't look or feel sick. If we breathe, eat or touch germs, illness is spread. Germs like warm, wet, stuffy places. Clean, dry places have fewer germs.

1. Wash your hands well and often.
   - Use warm water and soap.
   - Lather well, then rinse.
   - Don't touch unclean surfaces (door handle, faucet) with your clean hands.
   - Wash before you eat or handle food.
   - Wash after handling raw meat, toileting, changing a diaper, blowing your nose, sneezing.

2. Keep air fresh.
   - Air out rooms (open a window for awhile).
   - Have children play outside every day.
   - Add moisture to indoor air (humidifier, pan of water on stove).

3. Have space between beds—to prevent spread of germs in the air.

4. Clean toys, furniture, counters.
   - Use 1 tablespoon bleach in 1 quart of water in a spray bottle.
   - Wash toys and rinse them in the bleach solution.
   - Dishwashers kill germs with very hot water. If you hand wash dishes, rinse them in the bleach solution.

5. Cough and sneeze correctly.
   - Always use a tissue to:
     –catch a sneeze or cough.
     –wipe a runny nose.
   - Throw the tissue away.
   - Then wash your hands.
   - Never share tissues.
   - When coughing or sneezing, turn away from people and direct it to the floor.
   - If you don't have a tissue, cover your mouth and nose with your hand, then wash your hands.

6. Store toothbrushes apart, so air can get to them. Don't share toothbrushes.

Adapted from "Keeping Healthy" by J. McCracken, NAEYC

Topic : Drugs and Alcohol

Competencies : Health: Understand basic principles of health maintenance 3.5 Recognize problems relating to drugs, alcohol 3.4.5, Understand basic safety procedures 3.4, Utilize appropriate health care 3.1.3
Consumer Economics: Interpret information about personal and family budgets 1.5.1, Select appropriate housing 1.4.2
Communication: Converse about personal activities, request clarification 0.1
Community Resources: Use the telephone 2.1, Use community agencies and services 2.5, Locate and use educational services 2.5.5
Employment: Understand basic principles of getting a job 4.1, Identify factors in job retention 4.4.1, Learn from others 4.8.2, Avoid stereotypes 4.8.7
Government and Law: Interpret neighborhood problems 5.6.1, Interpret common laws 5.3.1, Identify legal rights and responsibilities 5.3.2

Materials Needed : Handouts: HOW ONE PERSON STOPPED SMOKING
When Parents Abuse Alcohol and/or Drugs During Pregnancy
DRUG USE AND THE WORKPLACE
DRUG ABUSE IS MORE LIKELY IN THESE FAMILIES:
Drug Use and Abuse Costs
Notes from Drug Awareness for Parents
PEOPLE WHO USE DRUGS EARLY AND OFTEN:
THINGS THAT LEAD TO DRUG ABUSE IN KIDS:

Estimated Class Size : Any size

Description of Activity : You could use a variety of approaches to these articles, such as having your gang awareness group from the police department or school district come and talk. Then introduce these articles and have the students read them.

Students can ask themselves if these articles agree pr disagree with the guest speaker.

Students could read the articles prior to the guest speaker and form some questions to ask the speaker based upon the articles and what they have observed in life.

Possible Discussion Questions: 1) Is this what you have observed to be true?
2) What can you do about it?
3) What are the community resources to help?

HOW ONE PERSON STOPPED SMOKING

1. Choose a special day (a holiday, birthday) to quit smoking on.
2. Tell your family and friends when you will stop smoking
3. Find a friend to quit with you.
4. Agree with your friend to call each other if either feels a strong urge to smoke.
5. Each week cut out one category of smokes: Car smoking, phone smoking, restaurant smoking, smoking while walking.
6. Keep busy during your first few non-smoking days: eat popcorn, go to movies, read in the library.
7. Avoid smokers.
8. Take long walks.
9. Meet once or twice a week with your non-smoking friend to compare notes.

Adapted from: Hope Heart Institute, November 1991

When Parents Abuse Alcohol and/or Drugs During Pregnancy

1. Children often have a very hard time learning basic skills like reading, writing and math.

2. The children will usually have this problem for years.

3. If parents have used amphetamines (am-phet´-a-mine), children are often aggressive, hyperactive and have a hard time getting along with other kids.

4. Parental methadone (meth´-a-done) use often produces children with major behavior problems and thinking and learning problems. Heroin causes these problems, too, but they are worse if parents have used methadone.

5. Mothers who used cocaine (co-caine´) when pregnant were more likely to have premature babies, less growth before birth, and low birth weight.

6. Drug-exposed children do best when the same teachers and other adults are there every day. They need help in going from one activity to another. They need help in learning how to solve problems. They need help in paying attention.

Adapted from NWREL: Fetal Effects of Maternal/Paternal Alcohol and Other Use

11/91

It's illegal to drink if you're under 21, but...

- 33% of U.S. high school seniors say they "binge drink" (five or more drinks at one sitting).
- 56% of kids who drink begin drinking *before* the ninth grade. Experimentation begins between ages 10 and 13.
- Drinking is increasingly the *focus* of many teenage parties.
- 10,000 youths between 16 and 24 die annually from alcohol related accidents.
- The average kid sees 100,000 beer commercials before he or she reaches 21.
- Kids between eight and 12 can name more brands of beer (and spell them more correctly) than they can U.S. presidents.

Sources: government survey data

TIPS FOR PARENTS

- Stay informed; be aware of *current* trends of alcohol use (see above). Talk to your kids often about the medical, psychological, social, and legal aspects of drinking.
- Set a good example. (If *you* use alcohol to relax or to escape from problems, don't be surprised if your child imitates you.)
- Make your values, expectations, and the *law* clear to your children.
- Help your child role-play on how to turn down a drink.
- Talk with your child about *why* people drink (to relieve boredom, to escape, to relax, to appear sophisticated, etc.) — and discuss ways *besides* drinking that achieve the same results.

Hope Heart Institute
2/91

Are Your Kids at Risk for Drug Abuse?

Teens are more likely to be drug abusers if:

1. They were born to, or were raised by an alcoholic parent.
2. The family rules weren't clear, or changed from day to day.
3. Their families often didn't know where the kids were.
4. They aren't praised for doing well.
5. Parents use illegal drugs around children.
6. There is regular, heavy recreational drinking in the home.
7. They are involved as kids in getting a beer for, or lighting a cigarette for an adult.
8. They were a boy who was aggressive in kindergarten, first or second grade, and if they also regularly withdrew or acted shy.
9. They did poorly in school during the fourth grade and beyond.
10. They didn't like their grade school and didn't care if they attended or not.
11. They skip school, fight, act aggressive or otherwise misbehave.
12. They have drug-using friends.
13. In middle school they rebelled against school.
14. They do not attend church.
15. They have the attitude that drug or alcohol use is okay.
16. They begin to use drugs before age 15.
17. They live where drugs and alcohol are readily available.
18. They feel isolated, are poor, have poor living conditions.
19. They live in an area where there are a lot of people living close together, where the crime rate is high, where public places aren't safe or policed.
20. They have moved and changed schools a lot.

The more of these that apply to your child, the greater the risk for drug abuse.

From research by Dr. J. David Hawkins and Dr. Richard F. Catalano.

DRUG USE AND THE WORKPLACE

Most people agree that American workers' abuse of alcohol and use of drugs clearly lowers the quality and profits of American business.

- Drug users are absent from work more days than non-users.
- Job performance is 25% to 33% lower for drug users.
- Workers' insurance claims are three times higher for drug users.
- Off-the-job accidents happen four to six times more often for drug users.
- Use of health care services is 13.5 times more for workers with alcohol or drug problems.

Source: Employee Benefits Practices, International Foundation of Employee Benefit Plans, Second Quarter, 1990.

DRUG ABUSE IS MORE LIKELY IN THESE FAMILIES:

1. Family members feel lonely and isolated.
2. Parents and kids don't talk to each other well.
3. Parents don't have a clear sense of right and wrong.
4. Parents and children don't think highly of themselves.
5. Parents drink a lot.
6. Kids feel left out, rejected.
7. Parents don't expect much from their kids.
8. Sex roles are rigid and stereotyped.
9. Time, money, etc. is not managed well.
10. Parents control and put down their kids a lot.
11. Parents are either very lax or very strict in disciplining kids.
12. Adults fight a lot about how to raise and control kids and other things.

DRUG ABUSE IS LESS LIKELY:

1. Adults and kids are warm, loving, positive and supportive to each other.
2. Parents support good education for their family.
3. Parents believe in most of society's values and rules.
4. Family goes to church.
5. Everyone helps with housework.
6. Families expect their kids to do well.
7. Grandparents, aunts, uncles and other relatives help the family out.
8. Families are proud of what their kids do well.
9. Kids are satisfied with their family life.
10. Parents use reasonable discipline.

Adapted from: Oyemade and Washington "Drug Abuse Prevention Begins in Early Childhood". *Young Children*, July 1981, pp. 6-12.

Drug Use and Abuse Costs

75% of murders, rapes, child molestations and other crimes are done by people on alcohol or drugs.

60–90 % of the homeless are alcohol abusers or drug users.

At least $2 billion in Social Security disability payments are to people disabled because of smoking or alcohol abuse.

In cities, at least 50% of the hospital beds are filled with people who are there because of cigarettes, alcohol or drug abuse.

Low birth weight babies usually have mothers who use alcohol, drugs or cigarettes during pregnancy. These babies often have learning problems later.

From Joseph Califano, former US Secretary of Health, Education and Welfare.

Notes from Drug Awareness for Parents

1. Make curriculum responsive to the group.
2. Telling people they are wrong doesn't work.
3. To empower Parents: I believe in you.
   You are important.
   I trust you.
   Everything you do affects your kids.
4. Teachers: get real. You don't take these kids home with you, so you must work with their parents to make a difference.
5. Use a non-judgmental approach. Keep the dialog open.
6. Parents may be masking drug and/or alcohol use.
7. Personal intervention works. Famous speakers don't.
8. A good title: "Life in the 90's". Makes it safe to attend.
9. Work for peace and justice everyday.
10. Explore and appreciate diversity.

PEOPLE WHO USE DRUGS EARLY AND OFTEN:

1. Are rebellious
2. Don't have commonly held values
3. Resist authority (parents, school, law)
4. Want to be independent
5. Feel lonely, alone, frustrated
6. Aren't obedient, don't achieve, aren't responsible, lack self-control, don't feel good about themselves, don't stick with jobs, aren't good at social relationships

THINGS THAT LEAD TO DRUG ABUSE IN KIDS:

1. Poverty
2. Few job possibilities
3. High unemployment
4. Easy to get and sell drugs
5. Feel hopeless about where they live
6. Pressure from other kids
7. Being a minority
8. School not meeting kids' needs
9. Dropping out of school
10. Expecting money, success, new stuff
11. Family life not supportive and predictable
12. Welfare that encourages single-parent households
13. TV shows instantly getting what you want
14. Stress

Adapted from: Oyemade and Washington "Drug Abuse Prevention Begins in Early Childhood." *Young Children*, July 1981, pp. 6-12.

Topic : Nutrition

Competencies : Health: Understand the basic principles of health maintenance 3.5, Develop parenting skills 3.5.7, Practices that promote physical well-being 3.5.9
Employment: Understand basic principles of getting a job 4.1
Computation: Using measurement skills 6.6

Materials Needed : Sample Handout: Snack calendar for the correct year. This is a sample calendar and is not meant to be more than that.

Estimated Class Size : Any size

Description of Activity : This is a good topic to bring in outside speakers and demonstrations.

Have a doctor or health specialist come and talk about the growth and development of children and how important good nutrition is to their health. Have a health department or a county extension person come and talk about the food pyramid. Have them give lots of concrete examples and if possible show and tell each section of the pyramid. We have found that our students do not eat enough fruits and vegetables. They often have diets very high in fat, calories, and protein. Their diets are out of balance and this does affect their energy levels, family budgets and health. In addition, many of our students are smokers and do not understand the drain that smoking is on vitamins, etc.

Do a series of exercises where students bring in different recipes for vegetables. Have everyone taste them. Introduce a new fruit or vegetable every day to the children. Have the parents ask their children about the item. No negative comments from parents allowed. Often children can help parents to enjoy new foods.

Have students work with a food preparation person to design a snack calendar for their own children. The snacks should have variety and choices that are appropriate for children 9 months to 18 years. Work on designing snacks that children can make themselves. Allow children to help.

1992 April 1992

Sunday	Monday	Tuesday	Wednesday	Thursday
			1 Yogurt and graham crackers	2 English muffin with peanut butter
5	6	7 Carrot and celery sticks with ranch dressing	8 Muffin with juice	9 Fresh fruit
12	13	14 Bagel with cream cheese and juice	15 Pudding	16 Peanut butter and jelly sandwich and milk
19	20	21 Dry cereal mix with raisins and juice	22 Peanut butter cookie and milk	23 Yogurt and graham crackers
26	27	28 Crackers and cheese	29 Veggies and crackers	30 Muffins and milk

1992 May 1992

Sunday	Monday	Tuesday	Wednesday	Thursday
3	4	5 English muffin with peanut butter	6 Crackers and cheese	7 Carrot and celery sticks with ranch dressing
10	11	12 Fresh fruit	13 Granola bar with juice	14 Bagel with cream cheese and juice
17	18	19 Peanut butter and jelly sandwich and milk	20 Oatmeal raisin cookie and milk	21 Dry cereal mix with raisins and juice
24 31	25	26 Yogurt and graham crackers	27 English muffin with honey	28 Crackers and cheese

1992 June 1992

Sunday	Monday	Tuesday	Wednesday	Thursday
	1	2 Muffins and milk	3 Yogurt and graham crackers	4 English muffin with peanut butter
7	8	9 Carrot and celery sticks with ranch dressing	10 Muffin with juice	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

PARENTS AND CHILDREN
DESIGNING
FAMILY RULES THAT WORK

Topic : Ground Rules Activity

Competencies : Learning to Learn: Strategies for communication more effectively 7.5.6, Develop a positive attitude 7.5.2, Ways to deal with negative feedback 7.5.3, Personal values 7.5.1, Problem solving 7.3
Computation: Read, Write, Compute 6.0.3
Communication: Clarify and request clarification 0.1.6, Appropriate behavior and language 0.1.1, 0.1.2
Consumer Economics: Identify procedures 1.6.3
Community Resources: Interpret information about multi-cultural groups 2.7.2
Employment: Follow procedures 4.1.2, Interpret job-related information 4.4.3, Transfer skills 4.4.7, Give and respond to criticism 4.6.1, Work c cooperatively 4.8.1, Multi-cultural approaches 4.8.7

Materials Needed : Materials Needed: Handouts
Opening Activity: 3x5 cards, pens, tape, poster of directions.:
Rest of Activity: Poster of Ground Rules with space for more rules

Estimated Class Size : Any size. Space Required: Use your usual classroom and be sure there is room for students to move around and see each other. It is not a good idea for anyone to have their back to someone else.

Description of Activity : Estimated Time: 1 hour

Opening activity: Hand out 3x5 cards to each person and have pens and tape available to class. Ask each person to:

- Choose a partner.
- Make a name tag for your partner.
- Ask your partner to think about a time he/she joined a new group.
- Ask how your partner learned or figured out what the rules for that group were. (how to act, when to talk, etc.)
- Introduce your partner and tell one way he/she learned about the rules. Be sure he/she is willing for you to share the information with the class. These directions should be written on a flip chart page before class and posted so students can refer to them while doing the activity. If the group is uneven, have a group of three or the instructor work with a student. It is appropriate for staff to participate in class activities, especially opening or get-acquainted activities.

Main Activity: After introductions, call the group back together and using the flip chart of Ground Rules explain that these are some possible ground rules for the class. Take time to define rule--have someone look it up in the dictionary. A rule is a direction for conduct. A ground rule is a basic rule of procedure or behavior. The following are some comments you can make regarding each one.

1. Everyone takes part in the activity: This assumes that everyone, including the leader, will participate, at least mentally, in each activity. The rule protects the participants from being asked to do something that the leader is not willing to do and asks that everyone attend to what the group is doing.

2. Right to pass: This protects each individual, including the leader, from having to speak out or from revealing himself when he doesn't wish to do so. However, students need to step out of their comfort zone and take risks so this does not mean a student never has to respond in class. Refer back to #1.

3. We are all entitled to our own beliefs: Honoring each person's attitudes, opinions, and beliefs emphasizes that these qualities have helped her make sense out of life and therefore have personal validity. This rule also affirms adults' ability to think and to decide for themselves. It also protects the group from the competitiveness of having to decide who is right or wrong.

4. Respect one another: This rule demands that the leader model respectful, accepting behavior for the group. It does not assume that every behavior is all right, but rather that the needs of each person are important. For example, the leader will not permit one person to dominate the group with constant talking and questions, but will respect that person's need for attention.

5. What we say here stays here: This rule provides protection for group members. They may feel free to share and discuss personal matters and expect that what is said within the group or class stays with the class members. Class members may not leave class and gossip about what was said in class.

6. No side conversations: This rule helps the class to function as a group and minimizes disruptive talking. It gives the leader an easy way to intervene if members are disturbing the groups with whispered conversations or disruptive "aside" comments.

Ask the class if they would like to use these, change any, or add any that would fit the particular class. Not all rules are negotiable such as safety or administrative rules.

Handout--you can distribute it to the class if they decide to use these rules and they can add any additional rules. A poster of the Ground Rules should always be posted in the class and the instructor should refer to it at the beginning of each class until they are a part of the routine.

Closing Activity: This activity honors how people use Ground Rules. At the end of the class or meeting, ask students to share how this class would have been different for them if the Ground Rules had not been stated and posted.

Special Notes: It has been found that when Ground Rules are not stated, discussed, agreed upon and followed, the members of the group will restrict their behavior, will hold back, and will participate less openly in order to protect themselves. It is also found that even when Ground Rules are designed to allow students to take risks, students may not believe or act upon them immediately. After a period of observing and testing the leader, each person will notice if the leader really follows the rules. They will also decide whether enough of the other students accept the rules in order for him to feel safe. When the use of the Ground Rules establishes that disagreement or making a mistake will not bring censure, the individual can use less energy on self-protection and more on learning.

Leaders need to be willing to reinforce the importance of the Ground Rules by referring to them at the opening of each meeting, by keeping them posted, by calling attention to them as a way of stopping unwanted behaviors, and by reminding people of the protection GR offer.

Ground Rules are especially helpful for guests in the classroom. Be sure to refer to them before beginning a class discussion and if the guest is a speaker, it will help the speaker to know how the class operates. Ask the speaker if there are any additional rules they need added in order to be comfortable.

A technique to help reduce side conversations is the use of 3x5 cards. Have the cards placed around the room or give a supply to each class member. Tell them that if they have an idea that they want to share at a more appropriate time, write it down. Also if they want to remember something, use the 3x5 card. Often side conversations occur because what a student is hearing is exciting and they naturally want to talk about it. However, it is rude to the speaker and often a class's focus is lost due to the distraction of side conversations.

Outcomes/Evaluations: Students will learn to follow the Ground Rules and will often remind others when they are breaking them.

Follow-up activity: A great follow-up is to have parents work with their children to write down the rules they have at home. Write these on a paper and post them on the refrigerator. Have parents share them in class.
Revisit the rules after a few weeks. Are they working? Do any need to be changed? Change the rules a little so they feel better for everyone. Try them out. Revisit. Adapt. (Rules should fit the age of the children.)

Resources: Self Esteem, A Family Affair, Jean Isliey-Clarke
WE, Newsletter for Nurturing Support Groups, Jean Isliey-Clarke. Issue 52, Volume 9, Number 4, October, 1989. WE, 16535 9th Avenue N, Plymouth, MN 55447.
Who Me Lead A Group?, Jean Isliey-Clarke

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

FAMILY LITERACY PROGRAMS
A HANDBOOK SAMPLE

Topic : Family Literacy Program Handbook

Competencies : Employment: Understanding the principles of fill out forms, sources of information, safety procedures, responsibilities 4.1.2, 4.4, 4.3, 4.8
Health: Understand basic health and safety procedures 3.4
Community Resources: Use the telephone and community agencies 2.1, 2.3

Materials Needed : Adapt this handbook to fit your program. You are welcome to cut and paste or redesign any part of ours. Lets us know if you come up with something that works better. We have added to and deleted from this handbook through the years.

Each family should have their own copy of the handbook to take home with them.

Estimated Class Size : whatever the class size is in your program

Description of Activity : Distribute a handbook to each student or to each pair of students. Assign or have each student choose the pages they wish to be responsible for. Each team reads their assigned pages, summarizes the information, prepares a summary report of the information for the class, and gives an oral presentation of the information. The oral reports are given in page number order although they may have been assigned or chosen is some different order.

Encourage the students to use visual aids for their reports. Complete the entire book in as short a time as is possible so that the entire class has all the information quickly. This is an activity suggested for the first few weeks of class.

NOTES: We have especially found handy:
- Head Lice
- Transportation forms
- Student contract
- Emergency procedures
- Receptionist duties
- Eight Reasons to Read to Your Child

Additional activities: The snack calendar can be designed by students. Students can decide upon the snacks based on nutrition training and information. Practical applications of nutrition information are needed to make a healthy food pyramid real to our families.

Chemeketa Community College
Salem, Oregon

Student Handbook

Even Start
1995 - 1996

You

are your child's first

and most important teacher.

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A CHILD'S RIGHTS

The right to food, shelter, health care and safety.

The right to say "no" to a touch that is uncomfortable.

The right to loving, protecting, nurturing parents
with appropriate guidance and discipline.

The privacy of own body.

The right to be treated as his or her own age.

The right to be talked to as a child of her or his age.

The right to touch that is non-forceful, age-appropriate,
nurturing, and emotionally satisfying.

The right to be shown what to do.

The right to get positive messages and support.

The right to not be over-powered by physical contact or shouting.

A PARENT'S RIGHTS

The right to my own time, my privacy and adult companionship.

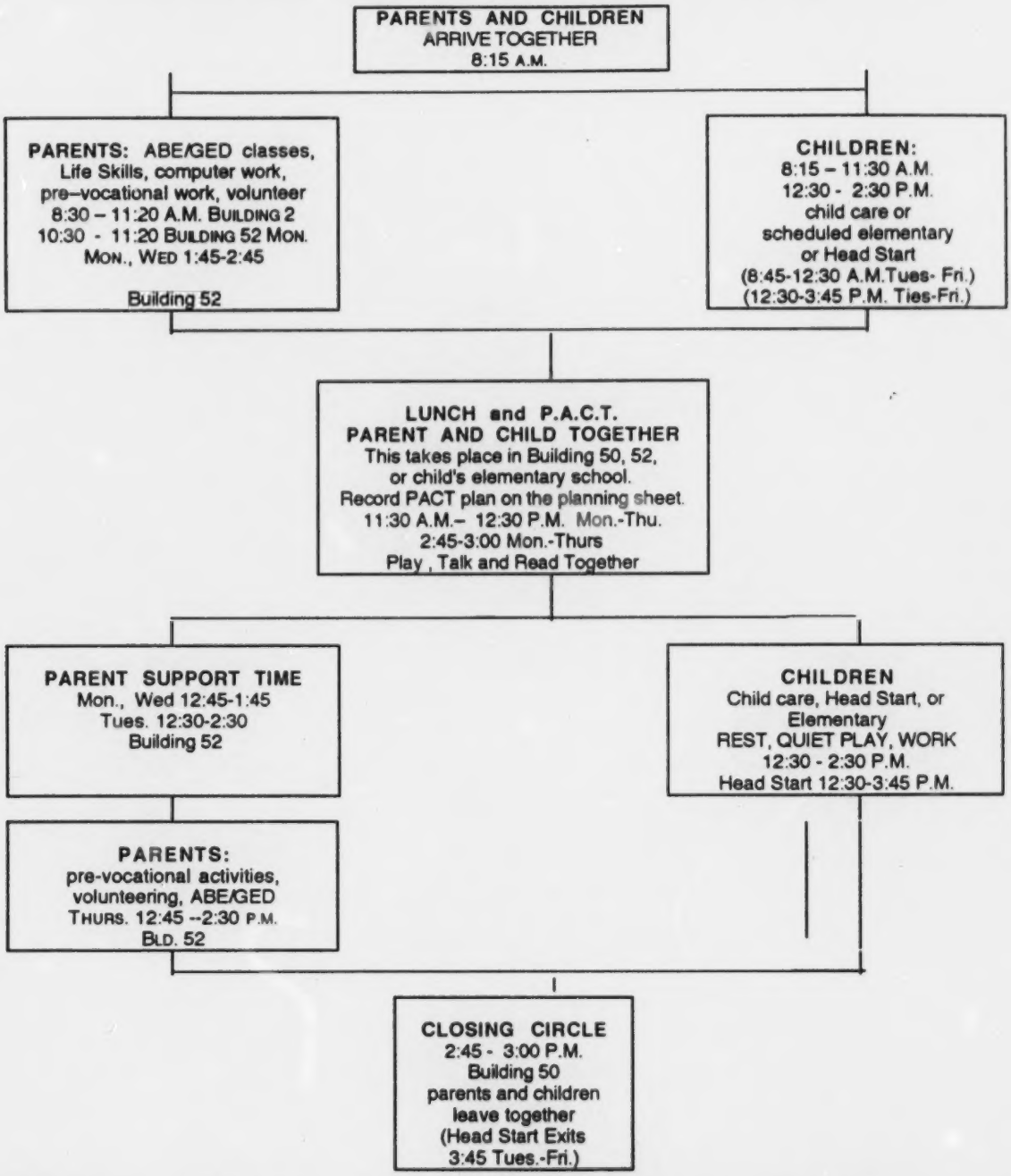
The right to take care of myself.

The right to set limits and rules, and
to get some help around the house.

The right to be listened to and treated with respect.

The right to express anger and frustration without hurting anyone.

SALEM EVEN START FAMILY LITERACY PROGRAM



FRIDAYS AND AFTER 3:00 P.M.: staff meetings, home visits, cooperative planning, lesson planning, class preparation, staff-parent conferences, GED home study, JOBS consultations, community resource networking, curriculum development, committee work. 10/95

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Family Centered Learning

What is Even Start?

Even Start is a family education program funded by the United States Department of Education, Chemeketa Community College, Salem-Keizer School District, and other community partners. The program works with families to:

- Help parents become their children's first and most important teachers.
- Help children get ready for school.
- Increase family literacy skills (reading, writing, computing, thinking).

Who can participate?

- Families with children from birth to eight years of age.
- At least one parent must qualify for and attend adult education classes.
- At least one parent attends the Parent Support Component.
- At least one parent and one child must participate in P.A.C.T. (Parent and Child Together)

There is no fee to participate in the program. We ask that families have a willingness to take risks, a commitment to their family, and a desire to learn and work together as a family.

Even Start Operating Principles

1. We choose to see the strengths, potentials and value in families and in ourselves, and model this belief for each other.

2. We are a team, and each team member has equal value. We all learn together and from each other--staff, families, and the community.

3. We practice unconditional love and healthy boundary-setting with each other. We continually assess what is needed and adapt to meet a balance between our work, family, and personal needs.

4. Basic human needs of families and staff are a priority in our program.

5. Open and effective communication is essential to the operation of our program. We are committed to improving our personal and interpersonal communication skills.

6. We believe that change is a necessary process. We have the choice to make changes in our lives.

7. We choose to challenge stereotypes and negative statements that are based on race, ethnicity, class, sex, age, size, or profession.

8. We share what we are comfortable sharing about ourselves.

9. We respect the confidentiality rights of our families, our program, and our staff. We have the responsibility to disclose any information to appropriate agencies if there is any possibility of danger to the individual or others.

10. When in doubt, we ask for assistance and get more information. We do not jump to conclusions and pre-judge before all facts are gathered and discussed.

11. When child abuse is suspected, all staff members are required to report the incident to the appropriate authority.

12. We establish our own group ground rules and follow those rules.

STUDENT CONTRACT

I, _____, agree to enroll in the Salem, Oregon Even Start Family Literacy Program.

1. I will attend school with my child(ren) on Mondays, Tuesdays, Wednesdays and Thursdays, from 8:15 A.M. - 3:00 P.M. during the school year. I will not leave school during this time unless I get the teacher's permission.
2. I will clear any change from this schedule in advance with the instructor.
3. I will telephone Even Start (399-4678) if I must be absent due to illness, etc.
4. I will provide Chemeketa Community College Child Care Center with my child's immunization record, USDA, and emergency numbers.
5. I will take part in <u>all parts</u> of the program: adult education, parent and child together time, lunch with my child, parenting class and discussion, volunteer and pre-vocational time.
6. I will not use physical punishment on children.
7. I will provide information needed by the U.S. and Oregon Departments of Education, National Center for Family Literacy and Salem's Even Start Program for reporting and evaluation purposes.
8. Our family needs a different schedule. Our schedule is going to be:
9. I will not bring weapons to school.
10. I will not swear or use drugs or alcohol.

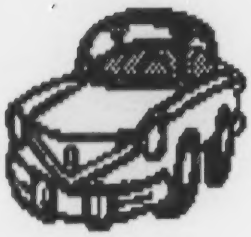
<u>If I don't fulfill this contract, I understand that I may be dropped from the Even Start Program.</u>

_____
(Student signature)

_____
(Instructor signature)

_____
(Date)

Even Start will provide (4 days per week) adult education classes (including computers), child care, lunch on school days for children, parent discussion time, pre-vocational time. If needed, Even Start can assist with cost of transportation to/from school, and child care for younger siblings on school days. We will keep all the information about families and staff confidential.



"SCHOOL DAYS"
GUIDELINES FOR:

EVEN START

1. Remember that **Even Start** expects you to attend from 8:15 A.M.—3:00 P.M. on Mondays, Tuesdays, Wednesdays, and Thursdays. You must come 80%—100% of the class days or you can be dropped from the program.

2. Make your appointments (doctor, dentist, etc.) for Fridays or after 3:30 P.M.

3. If you must leave school for an emergency, you must first talk with the child's teacher and Virginia, Daniel, or Wendy.

4. Parents must check in and out if they must leave Even Start during school days.

5. Children should not be left at Even Start during the school day if parents aren't there—unless you have made a special plan ahead of time with the child's teacher, Virginia, Daniel, Wendy, and the child care center.

6. Parents are expected to eat lunch with their children. If their child attends a Salem-Keizer school, then a PACT schedule will need to be worked out.

ADULT EDUCATION DAILY SCHEDULE

8:15
Arrive at Building 50 and leave your children in their classroom.

8:30-11:20
Attend adult education classes in Building 2. Dan will attend practical math for extra help. Please let us know if you need extra help in any of your classes.

_____(your name) schedule is:

8:30-9:20 Mon. & Wed _____ Room _____

8:30-9:20 Tue & Thu _____ Room _____

9:30-10:20 Mon. & Wed _____ Room _____

9:30-10:20 Tues & Thurs _____ Room _____

10:30-11:20 Tues & Thurs _____ Room _____

10:30-11:20 Wed _____ Room _____

10:30 -11:20 Monday is CONNECTIONS in Building 52

11:30-12:30
Lunch and PACT with your child. Eat in your child's classroom.
In the classrooms that eat at 12:00 please do your PACT before eating.

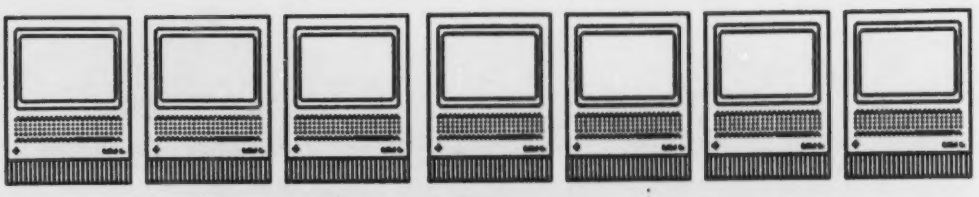
12:30-1:00 Monday, Wednesday, Thursday Break in Parent Support Room

1:00-2:00 Monday and Wednesday is Parent Support Time
12:30-2:30 Wednesday is Parent Support Time

2:00-2:30 Individual Volunteer or Work Time Monday and Wednesday
1:00-2:30 Individual Volunteer, Life Skills or Work Time Thursday

2:45-3:00
Closing circle in Building 50. All staff and parents and children attend.

Home visits as scheduled. They will usually be on Fridays and during Finals Week each term.



Early Childhood Daily Schedule

These are general guidelines. Please check with the Chemeketa Community College Community Child care Center for specifics for your child's classroom.

8:15 A.M. Sign your child in on the attendance sheet that is kept near the door. Bring extra clothes to keep in your child's cubby in case of an accident or spill. Do **not** bring candy, gum, or toys from home to the center. Sign up on the lunch sheet so that the classroom teachers know if you are eating lunch in that room that day. Sign the form that lets the staff know if you are coming for lunch in that classroom today.

Work Time, Snack & Cleanup
Children follow the plan they made. They make choices about what they will do and whom they will play with. Our class is active and often messy, so dress your child in clothes that are comfortable and washable. Children must put their things away when they are finished or want to move to another activity.

Snack
We have a small healthy snack each day. It is time for children to try new foods, learn to eat in a group, and talk to each other.

Cleanup
Clean-up music is played in some classes and all the children help put materials away. Encourage your child to clean up every time he/she leaves an activity.

Large Group Time
As a whole class, we sing, do finger plays, hear stories, and other age-appropriate activities.

Large Muscle Time, Indoors and outside
We play outside about 30 minutes each day, no matter what the weather. There is a covered play shed in case of rain. Be sure your child wears clothing to match the weather. They need the fresh air, exercise and a chance to be loud and noisy.

11:30–Noon
Noon--12:30 **Parent and Child Together Time (In Preschool Rooms)**
This is a special time when you and your child follow the PACT plan your child makes. During the first weeks of school, take time to explore the children's room. We will learn new songs, share stories, and HAVE FUN!. We will talk more about PACT during Parent Support Time.

11:30–Noon or
Noon--12:30 PM **Lunch—Parent & Child Together** Parents and their child eat lunch together. Be on time because young children do not understand why they are still waiting after everyone else is eating. Children should eat school lunch and parents should eat a healthy lunch from home (no pop, candy or fast food lunches).

Some parents will be transporting children to or from kindergarten during this time.

1:00–2:30 P.M. **Rest & Quiet Time**
Your child does not have to sleep during this time, but needs to stay quietly on the mat, so other children can nap. Your child may rest better if he/she has a favorite stuffed animal or blanket from home. These must stay in the child's cubby until Rest Time. Some children are most comforted by having something belonging to their parent such as a sweater, car keys, etc. It is important you stay to sing, read, give a back rub, etc. so your child does not feel left out and lonely. Staff is there to help children and parents, especially if it is hard for you to separate again. Children who do not nap may get up and play quietly after the others are asleep.

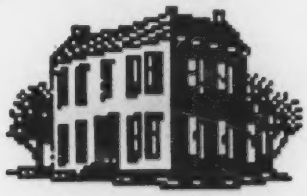
2:30-3:00 P.M. **End of the Day**

2:30-2:45 PM Parents come to the rooms to wake and pick up their child. We will cooperatively put away mats and get families ready to go home.

2:45-3:00 PM We will all join together in a short closing songs and activities. We all meet in the Parent Education room in Building 50. Check your child's cubby for things to take home.

BE SURE TO SIGN YOUR CHILD OUT ON THE ATTENDANCE SHEET EACH DAY. IF SOMEONE ELSE IS TO TAKE YOUR CHILD HOME, WE NEED A WRITTEN NOTE FROM YOU.

Head Start days will have a different schedule.



To Order a Birth Certificate

Send $15.00 to:

(Make check/money order to: Oregon State Health Division)

Vital Statistics
P.O. Box 14050
Portland, Oregon 97214

Give your child's name
Date of birth
City and county where child was born

State your relationship to the child

(Allow about three weeks)

EVEN START
HEALTH POLICY

Do not bring your child to school if he or she has any of these symptoms:

1. Nausea or vomiting
2. A fever over 100^{o}
3. Unknown rash
4. Nasal discharge that is thick and unclear
5. Diarrhea
6. Eye infection
7. Head Lice

A child must be free of a fever for 24 hours before returning to school.

If your child becomes ill at school we will immediately contact you to come and get your child. Your child will be isolated from other children until you come.

With head lice, the hair must have no lice or dead nits, in order to come back to school.

If your child has symptoms listed above due to a non-contagious problem, a signed statement from your doctor is needed to allow attendance at school.

Please call Even Start (399-4678)
if you or your child will be absent.

The Chemeketa Community College Community Child care Center health policies apply if your child is enrolled in their Center.

10/95

Head Lice

Students who have signs and symptoms of head lice must go home and treat hair, bedding, toys, etc.

What to look for:

- Head lice are very small, gray-brown colored bugs.
- Their movement can be noted on an individual's head; however, they do not jump or fly.
- The eggs, called nits, are laid close to the scalp on shafts of hair. The nits are different from dandruff or dirt as they stick to the hair shaft and will not pull off the shaft easily until treated.
- Nits are whitish and opaque in color and look like tiny cooked grains of rice.
- Nits may usually be found behind the ears and at the base of the neck, at the hairline.

When a child in school is identified as having head lice, the school must:

- Notify the child's parents and require the child be removed from school.
- Inform the parent that the student must not return to school without a statement signed by the parent that the student has been treated with shampoo specifically indicated for head lice and is nit free. By rules of the Marion and Polk Health Departments, students must be nit free before returning to school.

When the child returns to school, the school must examine the child's head to assure that there are no nits before allowing the child to attend class.

- Since it is difficult to tell if the nits are dead or alive, students should not be allowed to attend classes until all nits are removed.
- Non-prescription hair rinse products are now available which help with the removal of nits. They may be applied after the child has been treated with a shampoo or rinse which kills lice and nits. Other compounds which may help in nit removal are warm vinegar, cream rinse, or mayonnaise. However, these products will have no effect on live nits.

Classroom Screening

- If a classroom has two or more identified cases of head lice, the teacher must arrange to screen all students in the classroom.
- When a student is identified as having head lice, all brothers and sisters in the family may also be screened, as well as class friends. It is recommended that parents examine other family members for head lice.

To prevent lice from returning

Since lice can survive for up to two days on personal items such as clothing, blankets, linens, and household surfaces, these areas need to be treated as well. Here are a few steps to follow:

- After washing your child's hair with a medicated shampoo, soak all combs and brushes in the shampoo for one hour or in hot water (heat water on stove until it reaches about 150°) for five to 10 minutes.
- Wash all of your child's clothing , sheets, and towels in hot water (at least 130°) and or dry in a hot dryer for at least 20 minutes.
- For personal items and clothing which cannot be washed at high temperatures, dry-clean or isolate them in a plastic bag for two weeks. Then open the bag outdoors and shake each item out vigorously.
- Carefully vacuum mattresses, sofas, carpets, and other furniture to pick up live lice or nits. Lice-control sprays are also available for these objects.
- Don't hesitate to contact parents of your child's closest friends to tell them about the lice.

IF YOU DRIVE TO EVEN START

Even Start Family Literacy Program
Salem, Oregon

1. Get a Travel Expense Report form from the file cabinet and a purple cash disbursement form. Do not sign the purple form until you have received your travel money. You need one copy of the Travel Expense form.

2. Fill it in: Check: ☐ Travel Expense Report.
   Print your name as "Claimant"
   School/Department is "Even Start"
   Location is "Building 52, Chemeketa"

3. For each day you drive to school **and** are there **all** day:
   Date, Even Start, Home, —, Chemeketa, round trip miles
   You must be at school all day to get mileage reimbursed (or your contract hours). Only mileage to school and back will be paid, or actual mileage for car pooling to and from school. Mileage will not be paid for between Building 52 and main campus.

4. Mileage may be paid for other Even Start related activities that are approved in advance by staff.

5. Mileage will be paid to and from your child's kindergarten or first grade.

6. Add Total Miles at the bottom, at $.15 per mile.

7. Sign (signature of Claimant) your name, Even Start Student parent, date at lower left corner.

8. Attach your gasoline receipt to your purple form.

9. Turn in completed forms to the instructional assistant twice a month.

10. Sign your purple form when you receive your travel money.

11. Look at the sample on the back of this page to use as a guide.

12. Turn your mileage form in on Tuesday to get your money on Thursday.

10/95

EVEN START TRAVEL EXPENSE RECORD

NAME_____

ADDRESS_____

Date	Origin	STOP #1	STOP #2	STOP #3	Destination	Total m

TOTAL $_____

Even Start. Student

Signature_____

Date_____

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WORKING WITH CHILDREN

Guidance helps children learn how to get along with others, take care of their things, and know what is right and wrong. Children learn these concepts when they know what is expected, understand the rules, and know what will happen when they don't follow the rules. It is important for adults to model behavior that they want their children to learn.

Learning to be a positive parent involves making mistakes. Families and staff can learn from their mistakes and will be able to manage a situation more successfully next time.

Adults are not allowed to use any kind of physical punishment with children at school. The school will be a safe place for everyone. The staff will help parents learn other ways of handling situations with children.

Here are some things we do in working with children in our classroom:.

1. WE DO:
   - —Make children's rules clear.
   - —Speak firmly to children in short, simple sentences.
   - —Remove them from the play area until they are ready to listen.
   - —Try to prevent problems before they start.

   We don't hit, spank, slap or yank children by the arm.

2. WE DO:
   - —Go to the children who are having a problem and help them use their words to talk it out.
   - —Help them find a different activity/toy.
   - —Keep children safe: watch climber to make sure children can climb up and down safely.

   We don't let children hurt each other or themselves.

3 WE DO:
   - —Go over and speak to them.
   - —Get down to the child's level.
   - —Tell the child what to do instead of what not to do.

   We don't yell at children.

4. WE DO:
   - —Accept them as they are.
   - —Try to help then feel good about themselves.
   - —Be fair and do not say things that scare them or make them feel bad.
   - —Give choices only when children can really choose.

   We don't scare children or call them names.

5. WE DO:
   —Sit on the floor and talk or read to them.
   —Help them find toys or games and play with them.
   —Watch and work with children who are having a hard tine staying in the room.
   —We never leave children alone. If you are the only adult in the room, be sure another adult can take your place before you leave the room.

We expect children may need help to manage in the classroom.

6. WE DO:
   —Talk about and tell them how to use the toys.
   —Help them put toys away.
   —Stop children from abusing the room; help them think of a better way to play.

We don't let children destroy the room or toys.

7. WE DO:
   —Sit on chairs or floor.

WE DON'T:
—Sit on tables
—Climb on furniture.

8. WE DO:
   —Walk inside buildings.

WE DON'T:
—Run or chase inside.

9. WE DO:
   —Use quiet voices in classrooms, hallways, anywhere inside.

WE DON'T:
—Talk loudly, yell.

10. WE DO:
    —Supervise children at all times.

WE DON'T:
—Let children play inside or outside without a participating adult.

11. WE DO:
    —Clean up after ourselves.

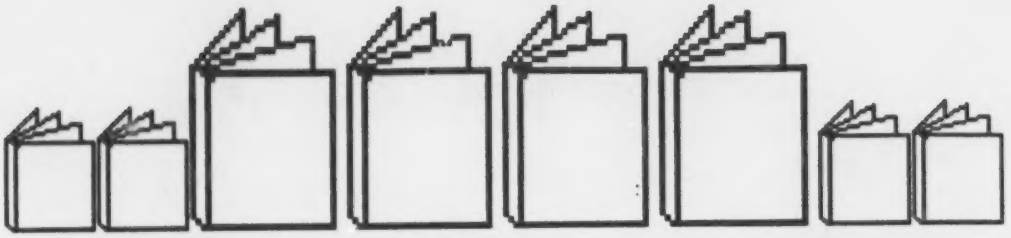
WE DON'T:
—Leave materials, cups, etc. for someone else to put away.

12. WE DO:
    —Supervise our own child(ren) during program events and field trips.

WE DON'T:
—Get involved with adult conversation and activities and let children go unsupervised.

Thank you for using these guidelines so the children will feel safe and happy. If you have questions or want some help, ask the teacher. She will be glad to talk with you.

1995



Eight Reasons to Read to Your Children

1. Because when you hold them and give them this attention, they know you love them.
2. Because reading to them will help them to become readers.
3. Because children's book pictures often rank with the best, giving them a lifelong feeling for good art.
4. Because books are one way of passing on your values to them. Readers learn how to put themselves in another's shoes.
5. Because until they learn to read themselves, they will think you are magic!
6. Because every teacher and librarian they ever meet will thank you.
7. Because if you do, they may then let you read in peace.
8. Because reading to your child will improve your own reading.

Adapted from: Ann Scarpellino (reprinted from "The Valley Preschooler," Ottawa Valley Co-operative Preschool Association, Inc.)

Talk to Your Child

Parents who talk more to their one and two year old children have kids with a bigger number of words they understand and use.

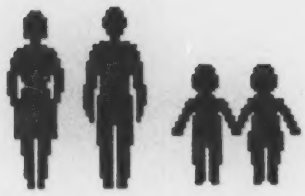
A study showed that at age two, a child whose mother talks to her/him a lot may know 300 more words than a child whose mom talks to her child very little. By school age, this difference can be huge.

Children have a natural urge to learn words. Parents who talk to their children are very important teachers and can help their children do better in school.

The study shows that girls tend to learn words faster than boys before age two, because girls tend to mature faster.

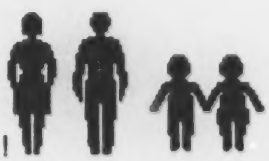
So talk to your children a lot, every day! Describe what you see and what you and they are doing and wearing, for example. Speak clearly in your natural voice and normal volume. You will be giving your child a big gift and helping her/him succeed in school.

(Adapted from Malcolm Ritter, Associated Press)



Parent-Child Quiet Times

1. Quiet Time is usually after toileting and tooth brushing (or before bedtime).
2. As you enter the classroom (or bedroom), remind your child that it's now quiet time—time to walk, talk, and move quietly. Get your child's stuffed animal or blanket (kept in cubby at daycare center).
3. Focus on your child. This is **not** a time for parents to talk to each other.
4. DO NOT tease, tickle, wrestle or be active with children at this time. They need to calm down, quiet down, and relax before rest time. You can show them how to behave: slow down your movements, speak in a slower quiet voice.
5. Quiet time is a good time for back rubs, foot rubs (some kids like them!), reading books, talking quietly about pictures, telling stories or singing lullabies.
6. Think of this as a special time for you and your child (or children). It's a time to focus on each other and to enjoy being together.
7. If you have to, use short sentences like:
   "Shh. It's time to be quiet now."
   "Talk to me in a quiet voice or whisper."
   "We're all getting ready for story time and rest time and we don't want to bother other people."
   "Let's get comfortable so we can read."
   "Do you want to start with this book or this one?"
   "Shall I read, or do you want to tell the story?
   "It's not okay to be loud when it's quiet time."
   "You don't have to sleep. You do have to be on your mat and be quiet so other children who are tired can get to sleep."
8. Sit close together. Part of the joy of books is being close together.
9. Let your child know before it's time for you to leave.
   "When we finish this book it's time for me to go and for you to rest."
   "We have five more minutes left to read."
   "Today we can read two books."
10. Relax and enjoy this time



IN AN EMERGENCY

Medical Emergency/First Aid

When someone is injured at school, tell a staff member. Emergency first aid will be given by a staff member who is trained in first aid. The parent will be notified immediately, if a child is injured. If the parent is not available, the emergency contact listed on the enrollment form will be called. If no one is available, we will use our best judgment for medical aid. If needed, emergency assistance will be called or the injured person will be transported to Salem Hospital Emergency Room or the doctor named on the enrollment card will be called. If you do **not** wish any of these steps to be taken in the event of serious injury or illness, please notify us in writing.

Crisis Intervention

In a potential threat/crisis where there is immediate danger/injury of a personal, physical or emotional nature (a threatening person, a hostage taker for instance), tell the teacher(s), stay calm, get as many people out to safety as possible (each classroom has two doors). The staff member is to firmly and politely ask the person to leave. Call the office (x5174) and ask for emergency assistance, or call security (x5023) for help. The proper authorities will be notified to intervene. The incident must be documented (written down with date, time, persons involved, action taken, etc.) and reported to the program coordinator. The Program staff should be notified if there is a restraining order in effect against any person. Bring a copy of the order to staff. It will be kept in the student folder.

Child Abuse Reporting Requirements

Even Start staff are required by the Child Abuse Reporting Law (ORS 418.750) to report suspected abuse or neglect immediately to C.S.D. Protective Services, 378-6704. If a parent chooses to call CSD themselves, a staff member must remain in the room while the reporting is taking place. It is the responsibility of CSD to determine what child abuse/neglect has occurred (if any). Parents may meet with the center manager and/or staff to discuss community resources and referrals available. Our goal is to help your child and family through a very difficult time.

Adverse Weather

Even Start will follow Salem-Keizer School's schedule regarding snow days and late openings due to ice or flooding. Listen to your local radio stations.

Earthquake Drills

1. When tremors occur, move away from windows, drop to the floor, get under a table and hold on to the table.
2. When the "all clear" sounds, get up.

RECEPTIONIST/HOSTESS DUTIES

Salem, Oregon Even Start Literacy Program

Phone

"Hello or Good Morning, this is Even Start, (your name) speaking." Write down a message: time, who, date, details.
Messages: immediate action or written message.
You may be asked to call all students who are not here/have not reported in:
"We noticed that you are not here today. Is there anything we can do to help?" Notify Laurie in Building 50 of absent children.
Record notes about absent adults on attendance sheet.

Errands

Ask Wendy if she has any special jobs for you.
Ask Daniel if he has any special jobs for you.
Duties as assigned by the "boss."
Messages to the school building.
Check the mail box in the school building.
Make sure the children's lunch list is turned in to Joni.

Meet and Greet

Introduce yourself. Greet visitors and find out their business here. Do they need to speak to a certain person or just observe? Have them sign the guest book. If they are potential students, the hostess is expected to take them and their children next door to the pre-school rooms to see the rooms. They can then bring the visitor back with them or tell them to return to the adult room when they are ready. {Introduce them to the teachers and fellow pre-school students.}
Introduce the visitor to the class and state their interest and purpose here. This depends upon the classroom activity happening at the time. The general rule is not to break into large group activities, but the visitor should, whenever possible, be introduced to the class members somehow.

Always Remember: Offer coffee, tea, hot chocolate, water. Have the visitor sign our guest book. Show the visitor where the restrooms are.

Refreshment area

Keep coffee made. Clean refreshment area by 2:45 and set up the water and coffee for the following day. Wash mugs if possible.

Filing

Put corrected papers in the student paper return (mail) files. Help parents find any forms they need (transportation, child care).

Plants

Check to see if the plants need water. Water if needed.

Spreadsheet/Data Base

Enter the attendance times each day for AE, PACT, PST.
Enter any changes in address or phone number.

Word Processing

Do computer projects as assigned by "boss" and print them.
Check receptionist JOB FOLDER for projects.

On-Line Telecommunications

Check messages. Do this once per day. Send any mail we have in our out box. Make two copies of each link, three-hole punch them, put one copy in my box, direct others correctly.

Special Days

Mondays: Ask Parent Education instructor if she has any things she needs done for Parent Support Time.
Tuesdays: Check to see if anything needs to be done for staff meeting.
Wednesdays: Dust GED area of the room. Wipe surfaces in the early childhood area of Building 52 with bleach solution.
Thursdays: Receptionist should check to make sure the coffee, tea, chocolate, water, cups, etc. are in good supply. Give Wendy the order.

Organize Your Area

The reception desk area, inside and out, should be orderly and professional. All materials for computer use and office work should be easily accessible. The desk should be cleaned off and orderly by 2:45. Make sure all computers and printers are turned off and covered.

Computers

Clean monthly . Record on classroom calendar. Check calendar to see if it has been a month since last done.

Fill out your Receptionist Checklist, get it signed & turn it in.

10/95

RECEPTIONIST CHECKLIST

This form should be filled out and all items completed by the time your day ends at 2:30 P.M. Hand in this form by the end of your work day to Virginia or Dan. If possible, have a staff person check you out.

Your Name _____Date _____

Staff signature _____

_____ Receptionist desk surface clean and organized

_____ All phone messages delivered

_____ Guest book updated (small blue book)

_____ Schedule calendar updated (on grey file cabinet)

_____ Program mail delivered (Building 52)

_____ Check Even Start mail cubby in Building 50

_____ On-line messages taken from computer and copies routed

_____ Beverage area cleaned

_____ Coffee and tea pot turned off

_____ Mugs and glasses washed and put away

_____ Daily attendance entered in computer

_____ Computers turned off

_____ Computers covered on Thursdays

_____ Other work assignments completed

_____Plants checked

_____Comments

Lunch Procedures
Room 124, Room 128, Room 130

Before lunch starts

- Get tub from kitchen or prep-room
- Clean tables (Use bleach spray bottle and towel)
- Put chairs around tables
- Set up tables with glass and napkins at each chair
- Container with spoons goes on center of table
- Put one pitcher of milk per table

Guidelines for children eating

- Sit on a chair while eating
- Can pour their own milk (may need some help)
- Get own lunch sacks or boxes from cubby
- Put their own dishes in gray tub
- Put lunch wrappings and garbage in basket
- Clean up any spills
- Brush teeth
- Use toilet (wash hands with soap and water)

After eating

- Put own lunch sacks or box back in cubby
- Pour leftover milk or juice down the restroom drain (128, 124)
- Set cups with leftover milk or juice in the tub (room 130)
- Shut blinds
- Hand out toothbrushes
- Hang toothbrushes up after children brush teeth
- Sweep the floor and clean up area around tables
- Clean tables (Use bleach spray bottle and towel)
- Dirty dish tub goes back to the kitchen

Reminder

This is a very busy time in the classrooms. The teachers will appreciate all the help you can give them to set up, assist other children (besides your own) and clean up afterwards. Please encourage all children to do as much as they can themselves.

You Can Still Be In Even Start After Completing Your G.E.D.

You and your child(ren) are enrolled in Even Start for the entire current school year.

If you, the parent, finish all your GED tests before school is out in June, here are your options for the adult education part of Even Start.

These are your possibilities:

1. After you finish your GED, you may become a Guided Studies Student. (You are expected to be here for the Parent and Child Together Time 11:30 A.M.-12:30 P.M. and Parenting Support Time Monday to Thursday 12:30-2:30 P.M..)

2. Become more familiar with and better on computers.

3. Volunteer at your child's school or child care center. Some possible volunteer jobs: library, classroom aide, office, custodial, tutoring, Head Start.

4. Plan and prepare for community college and/or a job.
   –Use Chemeketa's career counseling center to learn about jobs that your are interested in.

   –Learn how to choose a course of study at Chemeketa, how to register, how to apply for student financial aid.

   –Check out the Lifeskills and JOBS programs at the college. Apply if interested.

5. Continue to improve on your basic skills: improve your reading, writing, math skills.

6. You must develop a written plan with the adult education teacher for your morning school hours.

EVEN START
BUILDING 52

Even Start Planner

Name _____

Date_____

Sponsor: Identify site, schedules, contact person and phone number

Program Component	Chemeketa Com.College	Head Start	Salem-K Schools	Adult & Fam Serv.	Other (Please name)
Early Childhood Education					
Adult Basic Education/ GED					
PACT Parent & Child Time					
(PST)Parent Support Time					
Workplace Skills/ Volunteer Time					
Program Support (during program activities)					
Child Care (Include sponsor info for each child)					
Transportation- (include sponsor info for each one involved)					

Interviewer:_____

THIS SECTION HAS A NUMBER OF
IDEAS AND ACTIVITIES THAT
SUPPORT THE IDEA OF

USING
TECHNOLOGY
TOOLS

Topic : Using Computers, Scanners, On-line communications (FamLit.ncn.com)

Competencies : Learning to Learn 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.2, 7.2.4,7.2.5, 7.2.7,7.3.3, 7.3.4, 7.4.6, 7.5.5,7.5.6.
Employment 4.1.2, 4.1.5, 4.1.7, 4.1.9, 4.5.1, Keyboarding 4.5.2, Select a tool and use it to accomplish a task 4.5.6, 4.5.7, 4.6.1, 4.6.4, 4.7.4, 4.8.4, 4.8.6, 4.9.2.
Other areas addressed include: Basic Communication 0.1.2, 0.2.4.
Consumer Economics 1.5.1, 1.7.4.
Community Services 2.2.1, 2.5.1, 2.6.3, 2.7.1, 2.7.2.
Health 3.4.5, 3.5.7.
Computation 6.6.5, Circle graph 6.7.4, 6.9.2.

Materials Needed : Assignment sheets
Access to computers and other tools

Estimated Class Size : One classroom unit of 25 to 50 families.

Activity One: On-line cooperative project. Students wrote and shared with other sites their favorite places to hang out as a family. They used hypercard to insert graphics or the scanner to insert their photo or art work to their written work. Great Fun was had by all.

Activity Two: Here are 7 computer assignments that I have given over time. They are consolidated here to save space. Please adapt them to fit your needs.

Activity Three: These are samples of on-line work that was done staff to student at another site. On-line communication has proven to be the best staff development available at times for us. Encourage students to work as teams at the computer to create mail, get mail and to send mail.

Activity Four: These are samples of a child's work. This child was three or four at the time. Her parent recorded the poem and they read it together. The child cut and pasted her own picture.

Activity Five: These are three pages from a health assignment done as part of parent support time.

Our Favorite Places
by
Families and Schools Together
(FastWomen1 and LitLucy)

My Favorite Place In Salem

My favorite place in salem is EvenStart it is located 755 University SE. at Bush School. Me and Juan have learned a lot in the last two years. Juan has growen up a lot he does a lot of things on his own. He has learded how to make his own choices and he has made a lot of friends. I like too watch play with his friends at EvenStart. My sister says it is so neat how Juan makes his own choices we also have things that we can take home to play with our kids too. We have game kits,book,videos to learn things. My kids really enjoy the thing that we take home we have lots of fun playing with them. We even have guest speakers that come and talk too us about things that we want to know about and they give us a lot of advice about why are kids act the way they do some times and what we can do to help them. I have learned a lot from EvenStart too I have learned to talk in front of people which I was unable to do before and how to use a computer, secretary skills. I really like the self-esteem class because I have learned a lot on how to talk better to my kids and how too disipline them in a better way not how I have been. I also give me a lot of support from my teachers and friends at school I can say any thing too them about my problems and they nver laugh or put me down because of it or tell me that your stupid like my family does. They never put me down they just give me good advice and give me a hug and make me feel good about myself and we smile. Its just like having a second family. We also do a lot of fun things together we play games in class, we take walks and go on field trips which is really fun and exciting. I am really going too miss the closeness that we have when I get my ged.

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My Favorite Place in Salem

One of the favorite things for my family to do in Salem is to go to Grand Kid Acre's. Grand Kid Acre's is located just outside of Salem. To get there, you get on Hwy.22 going towards Aumsville. Take a left at the Aumsville exit. Go to the top of the hill and it is on the left. Grand Kid Acre's is a great place for children and adults. It is free but they do take donations because it is privetly owned. Grand Kid Acre's is like a mini zoo. There is a large variety of animals expecailly exotic and rare amimals to this area. They have exotic birds, monkeys, horses, deer, zebras, goats, foxes, etc. The children can pet some of the animals. There is also a nice grassy spot were you can have a picnic. Grand Kid Acre's is a great place to spend a nice day together as a family thats affodable, educational, and fun!

—Micki Sumner

THE PLACE TO VISIT: MINTO BROWN PARK

Minto Brown Park is a special place for walkers and cyclers, daytime camping or picnicing.

The 88-acre lakes and playging paths, and a complete with captures the esin the midst of a The Northwest exa few miles to the

Fowl Preserve offers ground equipment, jogbicycle pavement path bridge. This one park sence of country setting small and growing city. perience can be had only west Salem city.

— Denise

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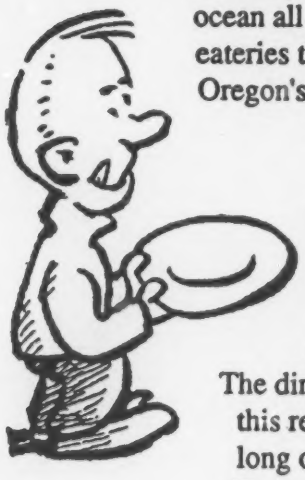
In the Land of Good Eats

For travellers adventuring through the lovely Northwest, the opportunities for cullinary delight are plentiful. In Oregon, one can surf the delights of the ocean all along the coastal dining halls, or plunge inland to discover super eateries throughout the Cascade foothills. If such a traveller ventured into Oregon's capital, Salem, it would be well worth the time spent locating Thompson's Brewery &Pub.



This wonderful restaurant/pub, located at 3575 Liberty Road South just off South Commercial, offers a wide variety for locating your favorite brew, or discovering a new taste in suds. As well, Thompson's offers a dining menu that is sure to pique the tastebuds. The choices range from sandwiches and soups to full dinners, with hot and tasty meals sure to please everyone. The dining atmosphere is casual, and one can enjoy the unique decor of this renovated Old-World house, or chat over grilled sandwiches on the long outdoor porch. With sights and tastes from across the Atlantic, Thompson's Brewery & Pub is one stop that travellers and homebodies alike can enjoy for a lunch, afternoon, or evening sojourn into the lad of Good Eats.

-- Randy, Instructional Assistant

SAMPLE COMPUTER ASSIGNMENTS

These are a series of actual assignments given during adult basic skills class for parent support time class. Each assignment has a different purpose and a different time line. Becoming familiar with and comfortable using a computer is one goal for these ESL and ABE parents.

Assignment #1 CHILDREN'S COMPUTER SOFTWARE EXERCISE

Work with a partner (this partner can be your child) and EACH OF YOU (if your partner is an adult) complete the following:

A. Monsters & Make Believe

1. Create a "monster" (Save as onto your disk)
2. Write a short story about your monster. (Save)
3. Print out your monster and story. (Turn in)

B. AMANDA STORIES--INDIGO

1. Select an Indigo story. Follow the buttons through the story.
2. Using word processor, write a story about Indigo's actions.
3. Save onto your disk, print, turn in.

C. RAINY DAY GAMES

1. Open Rainy Day Games and select a game
   Concentration, Old Maid, Go Fish
2. With your partner, play EACH game long enough to understand how it works.
3. Using word processor, describe what you child will learn from each game.
4. Save onto your disk, print, turn in.

D. SOFTWARE OF YOUR CHOICE

1. Let your child pick another software to play with you.
   Playroom, Kid Pix, etc.
2. Play for awhile. Have fun!
3. Write down the kinds of things you talked about while you were playing together.

Assignment #2 Draw Draw Draw

1. Find a partner
2. Draw a picture using MacPaint
   and/or the Draw On and Draw Off function
3. Do a pattern in one of more sections of the figure you draw
4. Print your final project
5. Due: The end of the day today

Assignment #3 Class Book

Select a favorite song, chant, nursery rhyme, story, etc. Using the computer and scanner, write the words and illustrate the item of your choice. Use one page for your selection and we will create a class book for you to take home and share with your family. Your children could choose the drawings and the item to be included.

We will need to cooperate as a class so that the same item is not printed up more than once. You may decide to do more than one item if you have more than one favorite that no one else has selected.

Assignment #4 PACT PIE CHART

Keep track of your PACT (Parent and Child Together) activities for the entire month. Using spreadsheet, make a chart of the activities. List each type of activity and the number of times you and your child did that activity. Fill in the formula on the spreadsheet (make sure you include days you were absent in your total and as one activity.

Example:		
	Read	5
	Puzzles	2
	Blocks	4
	Absent	1
	Total	12

After you have completed your data entry, written your formula (Sum = a+b+c+d), save this chart onto your disk. Label it: PACT Plans for (Month). Print a copy for your family portfolio.

Salem, Oregon Even Start Family Literacy Program (Chemeketa, Head Start, Salem-Keizer) 503-399-4678

Assignment #5 Journal and Hypercard

How to get a picture from Hypercard to a word processing page.

1. Open Hypercard
2. Open idea stacks
3. Open art ideas
4. Find the picture you would like to have on your scrapbook. (This is the picture you want to have on your paper. This picture could have something to do with you and your life right now.)
5. Go to the tools menu and choose the lasso (like a cattle roper)
6. The circle the picture you want by clicking the mouse button and holding it down as you draw around it. Be sure that the line circles the picture completely...it will "dance" when you have completed the circle around it.
7. Go to the edit menu and choose copy picture
8. Then go to the apple at the top of the screen and choose the Scrapbook
9. Go to the edit menu again and choose Paste picture
10. Close the scrapbook
11. Quit Hypercard
12. Open Microsoft Works and the word processor (or Word)
13. When you are looking at the page you will be writing on, go to the scrap book and find your picture
14. Under the edit menu, choose copy
15. Close the scrapbook
16. Under the edit menu (again) choose paste and there you have it! You can change the size and location of the picture on the page. Then use the return key to place the cursor at the spot you want to begin typing your journal.
17. This journal entry can be about how it feels to use a computer. How it feels to be back in school or what is going on in your family. Who do you spend most of your time with? Who would you like to be spending more time with? Draw an image of who you are today using words and pictures.

Today I am ...

Assignment #6 Create a Book For Your Child

Create a book to take home for your child. You may use a folk tale, fairy tale, make up a story, etc. DO NOT use a story that is copyrighted. You may also make a color, shape, picture, number, etc. book. There are ideas for ways to make books---pop up books, big books, felt or fabric book, etc. Look on the shelf in the adult room (parent resource room ,public library) for ideas. You will have some class time to prepare this book. You have about there weeks.

BOOK DUE _____

Assignment # 7 SELF HELP TIPS

(Sent on-line from Indianapolis Public Even Start Family Literacy Program)

Activity 1:

1. At the end of the week format two sheets of paper.
    a. On the first one list all of the things that bugged you this week.
    b. On the second page write down all the things that you can brag about this week. (Include writing this on a computer.)
    Print them both.
    c. On your way out the door, tear up your bug sheet and put it in the trash.

Activity 2:

1. Take your brag sheet home and extra paper, if you need it.
2. Put your brag sheet on the refrigerator or place of prominence.
3. Repeat a, b, c with family members.
4. Ask family members to add their brags to the list.
5. If you have school-age children, or other adults in the home, you might ask them to share their bugs with you. This might help you to better understand their needs.

Have a good week-end! On Monday brag about the good time you had doing this together.

To:	CG1030	Indianapolis PS, Vanessa Scrugge,CG
	CG1034	Salem-Keizer Even Srt Fam Lit Pj,CG
	CG1035	Carver School, Fam Schl Together,CG
	CG1031	McFerran Elem School,C Miller,CG
	CG0945	Nat'l Ctr For Family Literacy,CG
	CG1033	Weber St Coll, Standard Examiner,CG
cc:	CG1032	Sweet Gum Elem School, D Lane,CG

Sub: Mish mash messages

Thank you Indianapolis for all the great December ideas. We will happily try them.

To echo what Virginia said, I think the shared projects are great! My class has enjoyed seeing what others have written. It has given some of them a real incentive to publish their work. Thanks to all. We ave also used them for the bases of impromptu lessons on map skills, vocabulary, understanding words in context, serialization, inferences, etc.

Virginia, Sweet Gum was responsible for the set with coon hunting. Tammy says that you can't get coon in the store but she would be happy for you to come on a hunt with her (if you dare!)

Another blurb for everyone. We have put up a "Santa's Good Boy and Girl List" Each day the parents write something good that their child did. I am hoping that this will encourage them to see the positives in their child and make appropriate statements to the child.

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Item	3825704	3-Dec-91	07:08PST
From:	CG1032		Sweet Gum Elem School, D Lane,CG
To:	CG1034		Salem-Keizer Even Srt Fam Lit Pj,CG
	CG1035		Carver School, Fam Schl Together,CG
	CG1030		Indianapolis PS, Vanessa Scruggs,CG
	CG1031		McFerran Elem School,C Miller,CG
	CG0945		Nat'l Ctr For Family Literacy,CG
	K1977		New Hanover CS, Matthews,K12
	CG1033		Weber St Coll, Standard Examiner,CG
cc:	CG1032		Sweet Gum Elem School, D Lane,CG

Sub: Come hunting with me

Dear Virgina,

Hey my name is Tammy ,the story I wrote about Coon hunting is true. My brother Larry,the one I shot, won't forgive me, for shooting him. But deep down in his heart I know he forgives me. I hope he does any way. Now when my brothers go hunting they won't let me go with them. I think my brothers think I am going to shoot them too. But I'm a good hunter. Last year I killed four deer. In this year I hope to kill more deer. Would you like to go hunting with me some day? I would like to hear more about what kind of hunting you do too. Please write back.

You can not buy a coon out of a store. You have to hunt for the coon your self. Or get someone to do it for you. You would have to wait until night time to go coon hunting , because in the day the coons are sleeping ,at night the coons are up.

From , Tammy Wall

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4-Dec-91 11:11PST

From: CG1034

To: CG1032

Salem-Keizer Even Srt Fam Lit Pj,CG

Sweet Gum Elem School, D Lane,CG

cc: CG1033
CG1031
CG1035
CG1034
CG1030
CG0945

Weber St Coll, Standard Examiner,CG
McFerran Elem School,C Miller,CG
Carver School, Fam Schl Together,CG
Salem-Keizer Even Srt Fam Lit Pj,CG
Indianapolis PS, Vanessa Scruggs,CG
Nat'l Ctr For Family Literacy,CG

Sub: Tammy Wall answer

DEAR TAMMY

Yes I would like to go hunting for coons with you. Is it anything like hunting for a man (joke).

I have some questions:
When is coon season?
What kind of gun do I bring or can you supply one?
Will you show me how to prepare the meat?
Do you keep the skins?
Can you and I go without your brothers?
Do you kill more than one at a time?
How can you see to shot at night?
What kind of license would I need? How much does it cost? Where do I get it?

If it is at all possible to fit a trip coon hunting into a trip to Kentucky area, I would love to do it! Thanks much for the offer. It makes me feel like one of those rich out-of-staters who can afford out-of-state license fees.

Tammy, I also hunt with my brothers. It is one time that we share together now that we are adults. We go sometimes with their wives, but generally just the three of us. It has been hard on me to adjust hunting to fit our new lives. My brothers and I no longer live in the same town and really I need to find a new hunting partner.

I have many hunting stories to share because I have been filling my freezer with meat (venison and elk) since I was 12 years old. My first gun was my grandfather's 30-30 Marlin lever action. My second gun was my own 30-30 Marlin with a scope. Now I use a 25-06 with a scope. It is a nice gun for distance but not as good a brush gun as the 30-30.

Tammy I am glad that you didn't hurt your brother too much when you shot him. It could have been a lot worse. When you see what a gun can do to a deer, it can do worse to a person.

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Me in my brothers went, coon hunting Nov, 22, 1983. It was the first time I ever been Coon hunting. But I have been hunting before, like Deer hunting, rabbit hunting and dove hunting. But it was away in the morning, never at night . I have never been hunting at night,this was my first time gone hunting at night. So my brother Romeo ask me do I wont to go hunting with him and my other brothers. I said oKay because , I love hunting. So my brothers put the dogs on back of the truck in there cage. I went in the house to get my gun and flashlight. Some People problem say it is not right for a girl to go hunting , but it is one of my hobbies. It was very late at night about 9:00 o'clock when we start to hunt , so we took the hunting dogs of over the truck. I have my on hunting dog his name is Black jack. So me in my brothers went a long way in the bottom of the bushes . We broke up in groups me and my brother Romeo was together. So we went our separate ways. That was when the horrible time started. Romeo flash light when dim. So we just had one flash light , at was mind. We couldn't see good at all. My dog Black Jack started to bark , so I thought he had treed a coon. I shined my flash light up in the tree. I saw a coon sating up in the tree. My brother Romeo told me to shoot the coon out of the tree. I point my gun at the coon in the tree , I was getting ready to shoot the coon . But that coon jump out of the tree into another tree. My brother Romeo hollowed at me shoot the coon Tammy, shoot the dam coon , so I point my gun at the coon , and shot my gun. But I miss the coon and shot my brother Larry. I told Romeo that no coon don't sound like that. He told me you fool it Larry. So we run to see what was wrong with Larry. We got were Larry was he was sating ,on the ground. Romeo ask Larry what wrong with you. Larry sad you dam fool I been shot and the arm. I start to cry , Larry asked Romeo what wrong with Tammy. Romeo said Tammy shot you. Larry said some bad thing to me. I told him I was very sorry. What is can I said ! But I'm sorry. Now my brothers wont let me go hunting with them, never agian.

Barbecue Coon

Tammy J . Wall

Soak the Coon over night in water , with about 2 tbl. spoons of salt an a half cup vinegar. Pot boil the coon until it is well done about 2 hrs. After boiled done take the meat and put in large sauce pan , sprinkle with dried tarragan and butter then cover meat with barbecue sauce then bake at 400°for 45 minutes.

IT'S FUN TO CLEAN MY ROOM
IT'S FUN TO CLEAN MY ROOM
TO MAKE IT SPARKLING CLEAN!
IT REALLY IS SO KEEN!
AND WHEN I AM ALL DONE
I AM SO PROUD OF MYSELF!

written by
Julianne Theobald

This Health and Safety booklet has been prepared by students in our Parenting/Family Literacy class as a research project during the 1994-95 school year. The enclosed information is based on the most current health and safety information available to our students.

As with any health or emergency issue, we encourage you to consult with your doctor or health care clinic regarding treatment for yourself or your child.

Even Start Family Literacy Project
Chemeketa Community College
PO Box 14007
Salem, OR 97309
(503) 399-4678

Chemeketa Community College is an equal opportunity, affirmative action institution.

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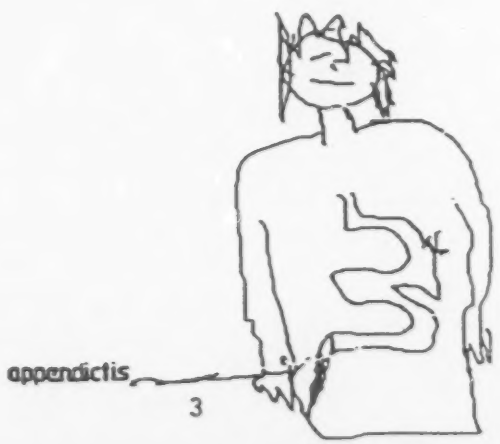
APPENDICITIS

The appendictis is about 2.5 centimeters below the Ileocecal valve, and connects from the small intestine. It position itself dozen of different ways. it coils up, points upward, backward, behind the cercum.

Pain is the first symptom, usually coming on all of a sudden. In children, the first symptom is upset stomach with vomiting loss of appetite, and feeling very tired. Some people get first pain in the Epigastic area, but will change location, somewhere in the right side, below the Umbilicus. The pain is cramplike, with coming and going pain. It is as painful as gallstone or kidney colic. The pain may become worse, or it may go away. It does not mean you have recovered. A person with acute appendictis lies quietly in bed, sometimes with their knees upward. It is common for fever to rise to 100º. If it reaches to 103º it's probably something very serious, possibly a rupture. At this time a physical examination is required. Allow pressure with two fingers over the appendictis. If the pain is too much to handle, operation is the only solution. The doctor will refer you to an Appendectomy surgeon. Any delay will only make it worse. You can recover from the attack, but that does not mean you have recovered. You can postpone the operation for only a few days, or even a few weeks, but do not wait for the next attack. This should be taken into consideration. Children recover in a few days, or it may will last up to two months.

In cases reported only infants during the first few weeks have this disease. In adults it's very common during the ages 20-30. Men are more likly to have this disease than women.



THIS SECTION HAS A NUMBER OF

IDEAS AND ACTIVITIES THAT

SUPPORT THE IDEA OF

DOCUMENTING

PARENTING SKILLS CHANGES

SOME TOOLS USED IN OREGON

1995-1996

Topic : Evaluation and Assessment of Parenting

Competencies : Primarily the areas of Learning to Learn and Employment.
Learning to Learn 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.2, 7.2.4,7.2.5, 7.2.7,7.3.3, 7.3.4, 7.4.6, 7.5.5,7.5.6.
Employment 4.1.2, 4.1.5, 4.1.7, 4.1.9, 4.5.1, 4.5.7, 4.6.1, 4.6.4, 4.7.4, 4.8.4, 4.8.6, 4.9.2.
Other areas addressed include: Basic Communication 0.1.2, 0.2.4.
Consumer Economics 1.5.1, 1.7.4.
Community Services 2.2.1, 2.5.1, 2.6.3, 2.7.1, 2.7.2.
Health 3.4.5, 3.5.7.
Computation 6.6.5, 6.7.4, 6.9.2.

Materials Needed : For each family a set of evaluation materials.
- Even Start Evaluation Informed Consent Document
- Letter from evaluator to student
- Feelings About Yourself
- About Parenting
- The Parenting Ladder
- Staff Rating of Current Family Stress
- Support From Others
- Feelings About How Things Are Going
- Even Start Life Skills and Community Resource Assessment
  - Page 2. Do you know where to go to:
  - Page 3. Do you know how to:
- About Children

Estimated Class Size : One classroom unit of 25 to 50 families.

Description of Activity : Assessment process. WE HAVE ONLY BEGUN TO USE THESE TOOLS SO I DON'T REALLY KNOW HOW WELL THEY WILL WORK YET. These were designed because we had very few ways of measuring quantitatively the changes in parenting skills and attitudes in our families. We can tell you what we have observed and families can report in portfolios and conversations, etc. the changes they have noticed.

Many of our students had to have these read out loud to them so we did that in a large group. Also the consent form is much too wordy for our population and was designed for university acceptance.

I wanted to include the entire packet in case you find it useful. We can let you know after this year if these tools agree or disagree with our other evaluation data. The community resource pages would be handy measurement tools for ABE or Parenting.

DEPARTMENT OF HUMAN DEVELOPMENT
AND FAMILY SCIENCES

OREGON STATE UNIVERSITY
Milam Hall 322 · Corvallis, Oregon 97331-5102 USA
Telephone 503-737-4765

EVEN START EVALUATION INFORMED CONSENT DOCUMENT

Project Title: Evaluation of the 1995-96 Oregon Even Start Programs

Evaluator: Leslie Richards, Assistant Professor

As a part of my participation in the Even Start family literacy program I am being asked to help with a research project evaluating the effectiveness my Even Start program. I will be asked to answer some survey questions in the fall and again in the spring.

The results from this research will help us to better understand how well Even Start is helping families reach their goals, and what parts of the program seem to be most effective.

I understand:

* The information I give will be kept private and confidential. My answers to the questions will be identified only by a number. My name will not be used in any way.

* My responses, together with others, will be combined and used for statistical summaries only.

* I do not have to participate in this evaluation. If I decide that I do not want to answer some questions, that is okay. If I choose not to participate, it will not affect the services my family and I receive from Even Start.

* If I have questions about the research study I can contact Leslie Richards, Milam Hall, Oregon State University, Corvallis, OR 97331, (503) 737-1071. Any other questions that I have should be directed to Mary Nunn, Sponsored Programs Officer, OSU Research Office, (503) 737-0670.

My signature below indicates that I understand the Even Start evaluation project and agree to participate in this study. I understand that I will receive a signed copy of this form.

_____ _____

Participant's Signature **Name of Even Start Participant**

_____ _____

Participant's Address **Participant's Phone Number**

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DEPARTMENT OF HUMAN DEVELOPMENT
AND FAMILY SCIENCES

OREGON STATE UNIVERSITY
Milam Hall 322 - Corvallis, Oregon 97331-5102 USA
Telephone 503-737-4765

September 25, 1995

Dear Even Start Participant,

Welcome to the 1995-96 Even Start Program! You and your child are part of a very special family literacy program in the state of Oregon. There are only seven Even Start sites around the state.

As a required part of the Even Start program, every year each site has to evaluate how well things are going. The evaluation is being conducted by Oregon State University. As a participant in Even Start, we will be asking your help in finding out how helpful the program has been for you and your family.

One way of finding out what kinds of things you are learning from the Even Start program is to ask you the same questions in the fall, and then again in the spring. In this way, we can see how well different parts of the program are working. Only you can provide us with this information. You should know that:

* The information you give will be kept private and confidential. Your answers to our questions will be identified only by a number. Your name will not be used in any way.

* Your responses, together with others, will be combined and used for statistical summaries only.

* You do not have to participate in this evaluation. If you decide that you do not want to answer some questions, that is okay. If you choose not to participate, it will not affect the services you and your family receive from Even Start.

If you have any questions about the Even Start evaluation, you can contact me at (503) 737-1071. If I am not available when you call, please leave a message and I will call back. I will also be out to visit your program sometime soon, and I can answer any questions at that time.

Thank you for your help. We appreciate your cooperation.

Cordially,

Leslie N. Richards

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Leslie N. Richards, Even Start Evaluator

ID: _____

FEELINGS ABOUT YOURSELF

Here are some other ways people describe themselves. Indicate the extent to which you agree with the following items:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. I feel that I'm a person of worth, at least on an equal basis with others	☐	☐	☐	☐
2. I feel that I have a number of good qualities	☐	☐	☐	☐
3. All in all, I am inclined to feel that I am a failure	☐	☐	☐	☐
4. I am able to do things as well as most other people	☐	☐	☐	☐
5. I feel I do not have much to be proud of	☐	☐	☐	☐
6. I take a positive attitude toward myself	☐	☐	☐	☐
7. On the whole, I am satisfied with myself	☐	☐	☐	☐
8. I wish I could have more respect for myself	☐	☐	☐	☐
9. I certainly feel useless at times	☐	☐	☐	☐
10. Every time I get ahead, something or someone stops me	☐	☐	☐	☐
11. Planning only makes a person unhappy, since plans hardly ever work out anyway	☐	☐	☐	☐
12. At times I think I am no good at all	☐	☐	☐	☐

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ID: _____

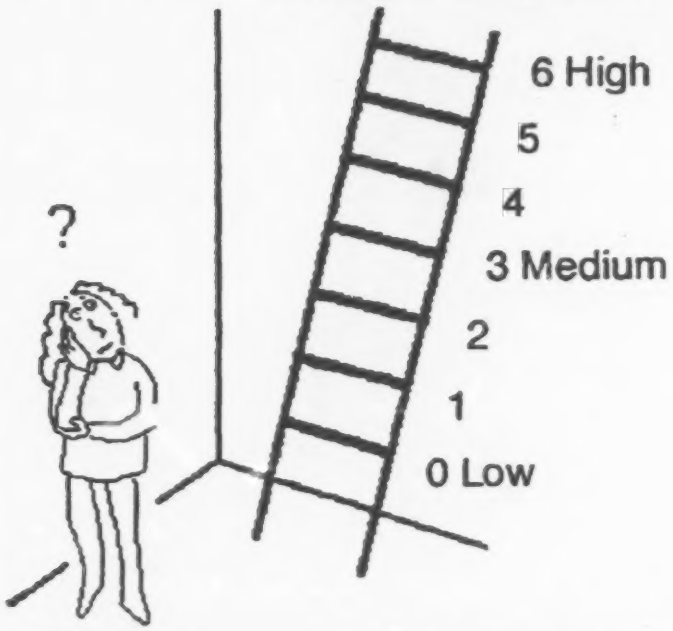
ABOUT PARENTING

Parents have many different ways of dealing with problems. Here are some items that describe different ways of parenting. For each, check the box that is closest to what you would do.

	Never	Once in a while	Some-times	Usually	Always
1. I allow my children to watch as much TV as they like	☐	☐	☐	☐	☐
2. I read to my children every day	☐	☐	☐	☐	☐
3. When I'm upset or under stress, I am picky and on my child's back	☐	☐	☐	☐	☐
4. I am the kind of parent that lets children do whatever they want	☐	☐	☐	☐	☐
5. When my child misbehaves, I raise my voice or yell	☐	☐	☐	☐	☐
6. When I want my child to stop doing something, I firmly tell my child to stop	☐	☐	☐	☐	☐
7. After there's been a problem with my child, things get back to normal quickly	☐	☐	☐	☐	☐
8. When we're not at home, I let my child get away with a lot more	☐	☐	☐	☐	☐
9. When my child does something I don't like, I often let it go	☐	☐	☐	☐	☐
10. When my children misbehave, I make them tell me why they did it	☐	☐	☐	☐	☐
11. When my child misbehaves, I threaten to do things that I know I won't actually do	☐	☐	☐	☐	☐
12. When my child does something I don't like, I say mean things, or call names	☐	☐	☐	☐	☐

ID: _____

The Parenting Ladder



Where would you put yourself on the Parenting Ladder in terms of:

Your knowledge of how children grow and develop? ____

Your confidence that you know what is right for your child? ____

Your ability to create a safe home for your child? ____

Your success in teaching your child how to behave? ____

Your skill at finding fun activities that interest your child? ____

Parenting often is smoother when others are there to help. Where would you put yourself on the Parenting Ladder in terms of:

Other parents for you to talk to? ____

Someone to help you in an emergency? ____

Someone to offer helpful advice or moral support? ____

Someone for you to relax with? ____

Professional people to talk to when you have a question about your child? ____

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STAFF RATING OF CURRENT FAMILY STRESS

ID: _____

Think about your experience with this family. How much, if any, is each of the following *a current issue* for the parents now?

For the participant:	Not at all	Somewhat of an issue	A significant issue	Unknown
1. Unable to trust or fearful; emotionally dependent	0	1	2	9
2. Alcohol or drug abuse	0	1	2	9
3. Depression or other mental health problems	0	1	2	9
4. Criminal activity	0	1	2	9
5. Suspected or confirmed child abuse or neglect	0	1	2	9
6. Lack of social ties with extended family or friends	0	1	2	9
7. Poor coping or problem-solving skills	0	1	2	9
8. Multiple crises or stressors	0	1	2	9
9. Domestic violence	0	1	2	9
10. Violent temper-outbursts toward child or others	0	1	2	9
11. Rigid or unrealistic expectations for child's behavior	0	1	2	9
12. Harsh punishment or feels child deserves punishment	0	1	2	9
13. Sees child as difficult or provocative	0	1	2	9
14. Lack of attachment to child	0	1	2	9

For the participant's current partner:	Not at all	Somewhat of an issue	A significant issue	Unknown
15. Unable to trust or fearful; emotionally dependent	0	1	2	9
16. Alcohol or drug abuse	0	1	2	9
17. Depression or other mental health problems	0	1	2	9
18. Criminal activity	0	1	2	9
19. Suspected or confirmed child abuse or neglect	0	1	2	9
20. Lack of social ties with extended family or friends	0	1	2	9
21. Poor coping or problem-solving skills	0	1	2	9
22. Multiple crises or stressors	0	1	2	9
23. Domestic violence	0	1	2	9
24. Violent temper outbursts toward child or others	0	1	2	9
25. Rigid or unrealistic expectations for child's behavior	0	1	2	9
26. Harsh punishment or feels child deserves punishment	0	1	2	9
27. Sees child as difficult or provocative	0	1	2	9
28. Lack of attachment to child	0	1	2	9

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Do you know how to:	Yes	No, but I would like to learn how.	I don't need this.
Organize your bills			
Write a personal check			
Make a family budget			
Stretch your groceries to the end of the month			
Develop a good credit history			
Apply for a credit card			
Prepare a well-balanced meal for your family			
Get a telephone			
Work with your landlord to improve housing			
Register a consumer complaint			
Talk to your child's teacher			
Fill out forms to apply for services			
Apply for a job			
Write a resume			
Dress for a job			
Join a local club or organization			
Create a personal support system			

ID: _____

ABOUT CHILDREN

Here are some ideas about children and their development. After you read each item, decide whether you AGREE, DISAGREE, or are NOT SURE.

	Agree	Not Sure	Disagree
1. Paying attention to babies whenever they cry will spoil them	☐	☐	☐
2. It is normal for a two-year-old to refuse to do what a parent says	☐	☐	☐
3. A mild to moderate hearing loss does not affect the way young children learn language	☐	☐	☐
4. Accidents are the number one cause of death and injury to young children	☐	☐	☐
5. A good way to teach your child not to hit is to hit back	☐	☐	☐
6. Shots (immunizations) can wait because babies have natural protection from illness for the first year	☐	☐	☐
7. Most two year olds know the difference between make-believe and true stories	☐	☐	☐
8. Most children are ready to be toilet trained by one year of age	☐	☐	☐
9. A young child learns best when you talk about what the child is interested in at the moment	☐	☐	☐
10. Some normal children do not enjoy being cuddled	☐	☐	☐
11. If you punish your child for doing something wrong, it's okay to give the child a piece of candy to stop crying	☐	☐	☐
12. It really doesn't make much sense to talk to babies before they understand the meaning of words	☐	☐	☐
13. For safe of safety, babies should be discouraged from crawling in the home	☐	☐	☐
14. Playing is simply a way of passing time for children and does not help their learning abilities	☐	☐	☐
15. Children do not need to see a dentist until they get their permanent teeth	☐	☐	☐
16. By the age of 3 children should easily be able to share their toys with others	☐	☐	☐
17. A 5-year-old who wets the bed is just being lazy	☐	☐	☐
18. By 2 months of age, babies will sleep better at night if they are eating solid foods	☐	☐	☐

ID: _____

SUPPORT FROM OTHERS

The following questions are intended to describe the way you feel about your relations with family, friends, and others. This is not a test, so there are no right or wrong answers. For each item check the box that best describes your situation.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. There is a special person who is around when I am in need.....	☐	☐	☐	☐
2. There is a special person with whom I can share my joys and sorrows.....	☐	☐	☐	☐
3. My family really tries to help me.....	☐	☐	☐	☐
4. I get the emotional help and support I need from my family.....	☐	☐	☐	☐
5. I have a special person who is a real source of comfort to me.....	☐	☐	☐	☐
6. My friends really try to help me.....	☐	☐	☐	☐
7. I can count on my friends when things go wrong.....	☐	☐	☐	☐
8. I can talk about my problems with my family.....	☐	☐	☐	☐
9. I have friends with whom I can share my joys and sorrows.....	☐	☐	☐	☐
10. There is a special person in my life who cares about my feelings.....	☐	☐	☐	☐
11. My family is willing to help me make decisions.....	☐	☐	☐	☐
12. I can talk about my problems with my friends.....	☐	☐	☐	☐

ID: _____

FEELINGS ABOUT HOW THINGS ARE GOING

For each of the following statements, check the box that best describes HOW OFTEN YOU HAVE FELT THIS WAY DURING THE PAST WEEK.

	Rarely or none of the time	A little of the time	A moderate amount of time	Most or all of the time
1. I was bothered by things that don't usually bother me	☐	☐	☐	☐
2. I did not feel like eating; my appetite was poor	☐	☐	☐	☐
3. I felt that I could not shake the blues even with help from my family or friends	☐	☐	☐	☐
4. I felt that I was just as good as other people	☐	☐	☐	☐
5. I had trouble keeping my mind on what I was doing	☐	☐	☐	☐
6. I felt depressed	☐	☐	☐	☐
7. I felt that everything I did was an effort	☐	☐	☐	☐
8. I felt hopeful about the future	☐	☐	☐	☐
9. I thought my life had been a failure	☐	☐	☐	☐
10. I felt fearful	☐	☐	☐	☐
11. My sleep was restless	☐	☐	☐	☐
12. I was happy	☐	☐	☐	☐
13. I talked less than usual	☐	☐	☐	☐
14. I felt lonely	☐	☐	☐	☐
15. People were unfriendly	☐	☐	☐	☐
16. I enjoyed life	☐	☐	☐	☐
17. I had crying spells	☐	☐	☐	☐
18. I felt sad	☐	☐	☐	☐
19. I felt that people disliked me	☐	☐	☐	☐
20. I could not "get going"	☐	☐	☐	☐

ID: _____

EVEN START LIFE SKILLS AND COMMUNITY RESOURCE ASSESSMENT

There are many community services that families need to know how to access. The services needed are different for each family. In order to determine the needs for your family please check which services and information below would be helpful to you.

Do you have:	Yes	No, but I would like to get one.	I don't need this.
An Oregon driver's license			
Car insurance			
Car registration			
An Oregon Health Plan card			
A first aid card			
A voter registration card			
A local library card			
A checking account			
A bus pass			

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Do you know where to go to:	Yes	I would like to know more about how to find and use these services.	I don't need this service.
Obtain assistance on heating bills			
Apply for subsidized housing			
Apply for the Oregon Health Plan			
Find help for a drug or alcohol problem			
Find help for a domestic violence problem			
Get your child immunized			
Find a family doctor			
Find a family dentist			
Find a mental health counselor			
Find family planning services			
Apply for welfare			
Obtain legal assistance			
Apply for immigration status			
Apply for food stamps			
Apply for WIC			
Locate job training			
Find transportation choices			
Find child care			
Find low-cost clothing for your family			

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